

## Inspection report for early years provision

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<b>Unique reference number</b>	EY236425
<b>Inspection date</b>	05/02/2009
<b>Inspector</b>	Jane Wakelen
<b>Type of setting</b>	Childminder

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the childminding**

The childminder was registered in 2002. She lives with her partner and four children aged 15, 14, nine and six years, in Sittingbourne, Kent, close to local schools. The whole of the ground floor, apart from two bedrooms, of the childminder's home is used for childminding. The childminder works with another registered childminder in her own home.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. However, when working with another childminder at the same address, may care for a total of no more than six children under eight years, of whom no more than six may be in the early years age range. She is currently minding nine children in this age group, with her co-childminder. She also offers care to children aged over five years to 11 years. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The family has a pet cat.

The childminder collects children from the local school and attends the local toddler group in Faversham. She is a member of the National Childminding Association.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children experience a caring, welcoming environment where they have space to move around freely, exploring their environment with an exciting range of resources to meet their developmental needs. All children make good progress towards the early learning goals given their individual starting points. Children have excellent opportunities to learn about a healthy lifestyle and their safety is well promoted in the setting. There are thorough procedures in place to promote partnership with parents, ensuring all relevant information is obtained regarding children's individual needs. The childminder and her co-childminder have an accurate understanding of their strengths and areas to improve, because they evaluate their service on a regular basis to promote good outcomes for children.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure ongoing observational assessment is used to inform planning for each child's continuing development through play-based activities
- ensure the assessments of children's learning and development are recorded under the six areas of learning and given equal importance

## **The leadership and management of the early years provision**

The childminder works alongside her co-childminder, in the co-childminder's house, for four days of the week. They both evaluate the service they provide together and contribute ideas and suggestions to improve opportunities for all the children attending. Both childminders take responsibility for risk assessments in their own homes, but share the responsibility for all other areas, such as documentation and planning for the children. At the end of the day, or during activities, the two childminders discuss how children respond to the activities and how the activity or skill can be extended.

The childminder is in the process of completing training for an early years qualification and is motivated and passionate about providing good outcomes for children. She seeks support and guidance from her co-childminder regarding the Early Years Foundation Stage to ensure children have activities to meet their areas of development. She liaises with the parents and other agencies and provision that children attend, to share information to support the assessment process.

Children benefit from the excellent partnership between their parents and the childminders to support their learning, and enables parents to play an active role in contributing to the assessment procedure. Parents have access to the policies and procedures for the setting alongside a contact book for their child. They receive verbal information on a daily basis and are able to see their child's assessment records on request. At the end of each term parents are given a written report summarising their child's learning. However, these are not recorded under the six areas of learning, which prevents parents linking it directly to the Early Years Foundation Stage.

Children are well protected within the childminder's care because she has an excellent understanding about child protection. She has attended training and there is a written policy in place which is implemented effectively. All the necessary documentation is available to use if the childminder has any concerns about children in her care, which is supported by the sound risk assessments and the visitors' book, to promote children's well-being.

## **The quality and standards of the early years provision**

Children enjoy a good range of activities and experiences whilst in the care of the childminder, both indoors and outdoors. Children are able to access toys from low level storage with additional resources selected and rotated on a weekly basis, to ensure children can make a choice and maintain their interest. Children have access to outside play on a daily basis as some areas are under cover. Children show enthusiasm learning to get on and off the sit and ride toys, throwing the balls and watching them roll, and digging in the soil with small tools. The childminder ensures children are offered different experiences to extend children's learning, such as the use of shaving foam to make marks in or painting their feet to make foot prints on large sheets of paper. Children explore opportunities to learn about the world they live in through the use of books from the library, walks

to the local park to observe changes in the seasons, and opportunities to learn about different cultures through art and craft ideas.

Children make good progress in their development because their starting points are obtained from parents and used to plan activities to meet their individual needs. The childminder is developing her knowledge of the six areas of learning and works in partnership with her co-childminder to make regular observations of children's progress. This information is recorded and used to plan future activities for children. However, some observations are not fully evaluated resulting in some learning not being recognised. Assessment arrangements are in place and linked to the assessment scales to ensure all areas of learning are addressed.

Children have good opportunities to learn about healthy lifestyles because the childminder ensures children have a choice of healthy foods for snack time. They follow good hygiene routines, such as washing hands after toileting and before eating and clean their teeth to promote self-care routines. Children gain an excellent understanding about being safe, through reminders from the childminder about moving the toys out of the way, sitting down in the cardboard boat and not throwing the balls indoors. Extensive procedures have been put in place, such as written risk assessments for indoors and outdoors, together with measures such as cupboard locks and fire evacuation procedures to fully promote children's safety. Children develop an understanding of cause and effect using the electronic toys and have access to the computer to learn about technology. The numerous jigsaws, games and toys all support children's literacy and numeracy skills to support their skills for the future.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.