

## Inspection report for early years provision

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<b>Unique reference number</b>	EY369679
<b>Inspection date</b>	22/01/2009
<b>Inspector</b>	Karen Scott

<b>Type of setting</b>	Childminder
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## 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 2008. She lives with her husband and two children aged nine and two in Canterbury. The whole ground floor of the childminder's house is used for childminding, the bathroom is downstairs, and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding four children, two of whom are in the early years age range. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children. The childminder attends the local toddler groups.

She is a member of an approved childminding network.

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

All children are included as the childminder ensures that she knows children, their interests, routines and stages of development. Children are treated with respect and equal concern but as individuals. Regular assessments of the environment and a desire to offer children the best care help to keep children safe and promote improvement as the childminder acknowledges strengths, weaknesses and areas for improvement, taking positive steps to act on them. Overall, children's individual needs are met in a very welcoming and happy environment.

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

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

- regularly practise evacuation of the house in case of emergency
- use the Ofsted self-evaluation form as the basis of ongoing review.

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

The childminder takes positive steps to improve the surroundings that children play in and the care that they receive. She acknowledges her strengths, such as providing a comfortable home environment where children explore and learn through creative play. Although the childminder has thought about areas for improvement she has not formalised these in writing to use as a basis for making improvements to the care that children receive. The childminder attends training in order to offer up to date care to children. Children benefit from the childminder's willingness to enhance and make continuous improvements to the care that they receive. Parents and carers receive detailed policies and procedures which tell them about the care their children receive, keeping them informed. Parents and carers are welcomed into the childminder's home and information is shared daily to enable the childminder to meet children's individual needs. The childminder

understands the importance of confidentiality and that sometimes parents may wish to talk without their children hearing what is being said. Plans are in place to enable this to happen. The childminder understands her role in the protection of children and ensures that parents and carers are aware of this too. She has attended child protection training and feels confident that she would recognise the signs and symptoms of child abuse. A good understanding of the procedures to follow should she have any concerns helps the childminder to safeguard children from harm.

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

Children benefit from playing in a spacious, well organised dedicated play room. This allows them to move around safely. They have easy access to toys and resources appropriate to their ages and stages of development allowing them to make choices about what they play with. Children enjoy their play in a safe and secure environment. The childminder makes written risk assessments of the home and garden and takes steps to minimise risks to the children that she cares for. A fire evacuation procedure is displayed clearly by the door to the garden. However, it is not practised regularly with children to ensure that they are prepared and not alarmed should they need to exit the house in an emergency. The childminder ensures that children know why and when she is leaving the play room, to change a nappy for example, and ensures that children are safe while she is doing this. The childminder and children follow good hygiene practices. For example, children have individual hand towels. Children help themselves to a drink whenever they need one but are also given gentle reminders to drink, helping them to remain hydrated. They understand the importance of regular physical exercise as part of a healthy lifestyle as they go for regular walks where they learn about the local environment and make trips to the local gym. Children feel comfortable in their surroundings. They interact with the inspector, showing that they feel safe and secure. They are given lots of praise and encouragement. Their art work is displayed making them feel that what they have created is valued and adds to making the environment that they play in colourful and welcoming. The childminder respects children's individual routines such as when they require a sleep. She knows the children well and understands their needs.

The childminder makes regular written observations of the children that she is caring for and uses these to assess the stages of development that children are at under the different areas of learning. Photographs also demonstrate what the children are participating in. Children benefit from participating in a mixture of self-chosen and adult-led activities as the childminder plans particular activities around themes, such as making rainy day pictures, but also allows time for children to make choices about what they play with. The childminder understands that children's development can be enhanced in all areas of learning through one activity. For example, when making rainy day pictures children learn about the environment and different textures, they count, recognise colours and learn new words. All children participate in such activities but at a level that is suitable to their age and stage of development and are supported by the childminder who enhances their learning through discussion and knowing what children's next steps are.

## 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?	2
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?	2
How well are children safeguarded?	2

### 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?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **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**

There have been no complaints made to Ofsted since registration.

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.