

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY372162      |
| <b>Inspection date</b>         | 03/03/2009    |
| <b>Inspector</b>               | Freeda Wildon |

|                        |             |
|------------------------|-------------|
| <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 2008. She lives with her husband and four children in a residential area of Margate, Kent. The whole ground floor of the childminder's house is used for childminding and children use the bathroom on the ground floor. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time. The childminder is currently minding two children in the early years age range and three older children. The childminder drives to local schools to take and collect children. The childminder attends the local childminding and toddler groups. The family has a cat. The childminder is a member of the National Childminding Association.

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

The overall quality of the provision is good. The childminder organises the environment well and toys and equipment are readily accessible to all children. The activities are based on the Early Years Foundation Stage (EYFS). The childminder takes the children's age and stage of development into account and plans for individual children's needs and interests. She works closely with parents to ensure continuity of care respecting their wishes and children's own routine. The childminder is new to childminding and the system for self-evaluation is in its very early stage. She has identified this as one of areas for improvement and shows good commitment to making continuous improvement.

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

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

- continue to develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children
- continue to develop and share with parents a system for observations and assessments to clearly identify and plan for the next steps in the children's learning and development

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

The childminder provides a clean, warm and friendly environment for children. A comprehensive risk assessment and visual daily checks keep children safe within the home and on outings. Toys and equipment are clean and safe enabling children to play safely. Effective procedures are in place for safe arrival and collection of children. Very good procedures are in place to prevent the spread of infection. She models good practice, washing her hands frequently and at

appropriate times. She encourages babies to wash hands after nappy changing and before eating. This helps children learn about good practice from an early age. The childminder has a sound knowledge of child protection procedures to enable her to act in the best interest of children should she have any concerns. Children's welfare is further protected in an emergency because of the childminder's up-to-date first aid knowledge and equipment. All the required documentation is in place, stored confidentially and shared appropriately with parents.

The childminder works closely with parents to meet children's individual needs. She makes time each day to talk to parents and uses a daily contact book for young children so they are fully informed of the day's activities and routine. There is two-way communication so that younger children stay within their home routines. As a result, children feel secure and comfortable in the childminder's care. Parents have access to a range of policies and procedures and receive information about the setting. The procedures and posters displayed show that parents know how to make a complaint. All appropriate prior written consents from parents are in place to ensure that the childminder is providing the care parents wish. The childminder has links with the local school where children in the early years group attend. She liaises with staff so that she can continue with some of the curriculum at home, for example, 'number bonding'.

This is the childminder's first inspection since registration. She feels she has made improvements since commencing childminding and is keen to further develop her knowledge and skills in childcare by gaining a diploma in home based childcare. She is currently attending EYFS training to help her with planning and assessment. She has recently started filling in the Ofsted self-evaluation form but this is in its infancy. The childminder said that she found the form daunting and will seek help from the local authority advisers. She shows good commitment to her self-development and has a good network of support from local childminders and childminding mentor.

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

The childminder organises the environment so all children can be independent selecting activities of their choice and freely access the bathroom to attend to their personal needs. The childminder provides a range of activities covering all areas learning. The system for planning and assessment is not fully developed and not yet shared with parents. The childminder recognises this is an area for improvement. She is working on a system to assess children's starting points. She is currently attending training to help her with the planning and assessment. The childminder records what children do and plans their next steps, as a result, they are making good progress.

The childminder appreciates the differences in the ages and stage of the children's development and is able to meet their individual needs. For example, allowing time for one to one interaction with babies and meeting the needs of older children after a long day at school. Babies are very sociable and enjoy the company of the childminder who is loving and attentive in her interaction. She gently soothes babies by stroking their faces to help them relax. Consequently, they are happy and

contented in her care. Babies have their own spoon as they are fed by the childminder. They enjoy physical closeness with the childminder during bottle feeding and help to hold their bottles. This provides opportunities for sensory learning and increased independence.

Young children have many opportunities to be sociable with children of different ages. They regularly attend toddler groups and childminding groups where they have opportunities to use different resources and get physical exercise. They are forming good relationships with other children and adults in a safe environment. They are learning about their immediate community and regularly meet with friends at the local café for brunch. There is a range of resources that give children a balanced view of society. Positive behaviour and self-esteem is promoted through praise and encouragement. Children learn to take turns and share as they complete a floor puzzle, and take turns on the wee and laptop. This promotes their personal, social and emotional development. During the summer, children grew tomatoes and runner beans in the garden, and helped to harvest and eat them. This helps them understand about the growing cycle and learn how food gets to the table. The childminder talks to children about healthy foods and provides them with healthy snacks. Children learn to keep themselves safe through road safety instructions and the regular practice of fire drills.

All of the children enjoy books and the childminder encourages a love of books, of which she has a good selection for all ages. Children also borrow books from the library. Babies enjoy handling books and snuggle up to the childminder as they share a book. They enjoy practising new skills with support from the childminder and repeatedly stack and knock down pieces of wooden blocks. They learn about cause and effect as they press buttons and listen to sounds. Older children enjoy craft work exploring different materials. Examples of their work are displayed around the home and in photographs, such as clay pots, painted masks and papier maché animals. Photographic evidence shows babies also have opportunities to explore their senses using paints and bubbles.

## 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

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|---|---|
| <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? | 3 |
| 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?  | 2 |
| 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.