

Inspection report for early years provision

Unique reference number	EY277412
Inspection date	19/05/2009
Inspector	Jane Wakelen

Type of setting	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 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 2004. She lives with her husband and three children aged three, six and nine years in Minster, Sheerness. The home is close to local shops, schools and parks. The whole of the downstairs of the childminder's home is used for childminding.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends a toddler group and local childminding group on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are settled and happy in the care of the childminder who ensures children's welfare is fully promoted. However, the childminder's knowledge of the learning and development requirements of the Early Years Foundation Stage is still being developed. This results in children not always being provided with a full range of activities to cover all areas of learning with equal consideration, or provided with activities to fully extend children's skills. The childminder ensures all children's needs are met and each child is treated with equal concern, thus children's self-esteem is fully promoted. The childminder has identified areas where she would like to improve through self-evaluation and is developing her practice to improve 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 all areas are given equal consideration when planning activities for children to ensure they are offered a challenge with an exciting range of activities
- make ongoing observational assessments of each child's achievements and interests and use them to provide relevant and motivating learning experiences that meet children's needs
- ensure appropriate restraints are in place on equipment used by children to promote their safety

The leadership and management of the early years provision

The childminder has a satisfactory understanding of the requirements of the Early Years Foundation Stage. She makes observations of children's development and supports these with photographs. However, she does not analyse the observations to identify where children are in their learning or to plan next steps in their development. Therefore, children do not always access resources to meet their interests or extend their learning. The childminder has carried out a self-evaluation of her service and has identified areas where she needs to develop. She has arranged to attend further training, such as Safeguarding and will ensure she receives support with observation, planning and assessment to further promote outcomes for children.

Children benefit from the secure partnership between their parents and the childminder. The childminder ensures she obtains full information from the parents about the children's background, family circumstances and their individual routines to ensure she can meet their needs. Each child has an individual file which contains photographs and short observations of their progress, although at present this does not indicate the stage children are at in their development. At present parents do not contribute to this process but have access to the files at all times. A parents noticeboard displays the registration certificate amongst other important information to ensure parents are kept informed about the service being provided.

Children are protected in the care of the childminder as she understands the importance of safeguarding children. She is aware she must follow the procedures for the Local Children Safeguarding Board if she has any concerns about the children in her care. She is attending a Safeguarding course to update her understanding and ensure all the necessary paperwork is available.

The quality and standards of the early years provision

The childminder ensures children settle into her home and feel valued and treated as an individual. She provides resources for children appropriate for their age and stage of development, although occasionally children's choice is limited due to a rotation in toys and space available for storage. The childminder is developing her skills in observation and assessment to identify what children are learning and then how to evaluate this information to plan for children's next steps in their development. As a result, some areas of learning are not fully promoted, such as problem solving, reasoning and numeracy and creative play.

Children bring their own lunches to the childminder's home but learn about healthy eating as the childminder reminds children about why some foods are good for them. She talks to the children about where the food comes from and the different tastes and smells of the food. Children have a choice of healthy options for snack time, such as yoghurts and fresh fruit and sit at the table to enjoy a social time. Children are encouraged to develop a healthy lifestyle by walks to the park, using large play equipment and ensuring they benefit from fresh air each day. Good hygiene practices and the sick child policy further ensure children's health and

well-being is fully promoted.

Children play in a safe environment where the childminder has carried out a basic risk assessment to promote children's safety. Measures have been implemented such as cupboard locks and stairgates to ensure children are protected. However, not all hazards have been identified, such as the need for a harness for the child, on the booster seat at meal times to prevent children slipping off the chair. House rules are in place to help ensure children learn about keeping themselves safe, such as not climbing on the furniture or running indoors.

Children have some opportunities to learn about diversity, such as playing with resources which reflect disabilities or different cultures such as dolls, books and small world toys. Older children enjoy sharing books with the childminder and talk in a positive way about differences in dress, food and speech. Children are encouraged to be independent where possible, taking themselves to the toilet, finding their drink and making choices of toys. They behave well and understand expectations of behaviour, such as sharing the toys and being kind to each other. Children have some opportunities to use electronic toys learning cause and effect, such as the fairground toys and practice their colours using the cars and books. However, skills to promote children's future economic well-being are less well developed.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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