

Inspection report for early years provision

Unique reference number	EY234060
Inspection date	23/03/2009
Inspector	Janette Mary White
Type of setting	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 2003. She lives with her partner and two school aged children in Rainham, Gillingham, Kent. All areas of the property are used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently caring for three children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has a dog, two budgies, five African land snails and two tortoises. She is a member of an approved childminding network and is currently in receipt of funding for early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder provides an interesting and stimulating range of activities for children of all ages. Parents provide the important details about their child's starting points and capabilities. This valuable information is used in their initial assessments. As a result, children achieve as much as they can and observations are used to chart their next stage of development. This ensures all aspects of children's welfare and learning are successfully promoted. Children have many opportunities to learn about the world around them and their local area. The partnership with parents and other agencies is excellent as they all share the information on children's attainment and progress. Children play in a truly inclusive environment where risks are competently assessed and minimized ensuring that the needs of all children are met very well. This means that children make good progress given their age and ability. The childminder has an effective understanding of how she uses self evaluation. For example, she identifies priorities for future development and ensures these are acted on.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- update any written policies and procedures to help improve the quality of information shared with parents.

The leadership and management of the early years provision

The childminder is committed, motivated and has a truly professional approach to her role. For example, she regularly attends courses to keep herself up to date.

The childminder has a clear understanding of self evaluation. She actively considers her strengths and areas for future improvement. The childminder works together with the parents and has very good links with other agencies, such as pre-schools, nurseries and local schools. Parents are provided with her written policies and procedures, such as equal opportunities, child protection and complaints, although these have not been recently updated. There is a complaints process and this ensures parents have an effective understanding of her practice. The childminder has an excellent knowledge of her child protection policy. Her effective understanding of the signs and symptoms of abuse makes sure children are safeguarded. There are comprehensive systems to meticulously consider risk assessments at home or when on outings. The childminder takes important details with her such as, a mobile phone, first aid kit, children's essential information and parents' written permission to seek emergency treatment and advice.

The childminder holds an up to date first aid certificate, this ensures appropriate first aid care is given to the children. She has an effective system to record accidents, medication and existing injuries which parents acknowledge and they also receive a copy of these records. Children's records have details of their appropriate care needs, such as religion and language spoken. The childminder's excellent knowledge of each child's individual needs ensures that she promotes all aspects of children's welfare and learning successfully. The childminder effectively encourages good hygiene practices. She describes how the children use soap to wash their hands and clean flannels are provided in clearly marked containers to reduce the risk of contamination. Children learn the importance of good hygiene practices and they do not attend if they are ill. All these procedures minimise the risk of cross infection.

The quality and standards of the early years provision

The childminder organises a comprehensive range of activities covering all the early learning goals. For example, she produces individual plans for children using both short and medium term plans. She systematically evaluates activities and assesses their success or what can be improved. She uses her observations to promote children's development and effectively provides a broad range of opportunities and activities for them. This enables them to learn at their own pace and through their play, and to make good progress in all areas of development and learning in the Early Years Foundation Stage. The childminder gathers and uses the valuable information about children's abilities to consider what children can already do in their base line assessments. Parents are kept informed of the activities and the daily routine through well documented records. Children's observations chart their achievements and these are used when planning their next step. Children enjoy the success of what they achieve and are enthusiastic about making decisions when choosing from the easily available resources. For example, books, dolls, pushchairs and cars.

The childminder gently reminds children of the house rules, such as sharing the toys and not to push each other. They learn about the boundaries and how others can be hurt. Children understand the importance of eating healthy food, such as vegetables and fruit. The childminder describes how older children help to produce

the posters for healthy foods, house rules, washing hands and fire evacuation. A menu with healthy choices encourages children to eat healthy options. The childminder talks to the children about foods which are good for you and help you grow. Children have daily opportunities for frequent walks and outdoor activities are organised to encourage them to play outside in the fresh air. The childminder promotes children's safety as they discuss the procedures for fire drills, crossing roads safely and washing their hands. Safety in the home is a top priority and this ensures any hazards are effectively minimised. For example, fire evacuation is regularly practised and safety equipment is in place. Storage containers and children's notices are labelled in a way to further promote children's self help skills and growing independence.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
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?	1

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

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

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.