

Inspection report for early years provision

Unique reference number	EY252101
Inspection date	22/06/2009
Inspector	Janette Mary White

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 2003. The family lives in Eccles, Aylesford, Kent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The premises are not suitable for wheelchair users. 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, four rats, two rabbits and gerbils.

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. She is currently caring for four children in this age group on a part time basis. 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.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Parents are kept informed of daily activities and their involvement is valued. The partnership with parents and other agencies supports the needs of the children. Not all the necessary steps are taken to safeguard children because there is no effective system to review or regularly record risk assessments. The childminder has an understanding of how to support children's welfare in the Early Years Foundation Stage. Children play in a homely environment allowing them to broaden their play through a variety of activities. Observations on children are not sufficiently linked to the early learning goals and do not identify the next stage of learning and development. Children have opportunities to play with a balanced range of resources, including positive images of the world around them. Through discussion with the childminder she talks about the potential future improvements of her service and links these to her current strengths.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment covers anything with which a child may come into contact, such as the trampoline in the garden.
- develop a system for recording information gathered from parents regarding children's starting points and ensure activities are extended to support children's learning.
- ensure children's observations and assessments are used to identify their next steps.

To fully meet the specific requirements of the EYFS, the registered person must:

- improve the record or risk assessment so that it

06/07/2009

includes information on the date of review and any action taken following a review or incident including a risk assessment for each type of outing and review it before embarking on each specific outing. (Suitable premises, environment and equipment)

The leadership and management of the early years provision

The childminder describes the signs and symptoms of abuse and her child protection policy. This means that she is aware of her responsibility in relation to protecting the welfare of the child. The childminder has a sound understanding of safeguarding children. She conducts risk assessments within the home environment including the garden and on outings. However, the record of risk assessments are not sufficiently reviewed. In addition, the written record does not include an evaluation of each type of outing or assessing risks before embarking on each specific outing. The childminder has obtained the required written permissions and discusses with parents their children's usual daily routines. However, she has not gathered their individual capabilities or starting points in order to make the planning relevant to their individual learning and development. The childminder has a sound knowledge of her policies and procedures and provides copies for parents. Children's records have details of their appropriate care needs, such as their home language and religion.

Through discussion the childminder describes her future continuous improvement. For example, developing the observations, identifying the child's next stage of development and maintaining a record of risk assessments. She has attended training courses in order to keep up to date with relevant changes and to expand her childcare knowledge. The childminder shows a positive understanding of behaviour management. For example, she demonstrates how she deals with a variety of different situations. The childminder has an up to date first aid certificate. This ensures appropriate treatment is given to the children. The first aid box is accessible, although basic supplies are not taken on outings or when taking children to and from pre-school. There is a system to maintain a record on medication and accidents. The parents are informed of the sick child policy and children who are ill do not attend. As a result, this reduces the risk of cross infection.

The quality and standards of the early years provision

Children learn about their boundaries and the simple house rules, although this is not extended to help younger children's understanding. For example, there are no pictures to accompany the words in order to develop self help skills. The childminder describes how she ensures the risks within the home environment are minimised. However, she has not covered everything in which a child may come into contact, such as the trampoline in the garden. Children play with a varied range of easily accessible resources including a basic range of positive images of the world around us. The childminder adapts the activities for children. As a result,

children have opportunities to learn and develop at their own pace and to suit their individual needs. The childminder has discussed with parents each child's routine and their likes and dislikes. The system to accurately record children's observations is not yet embedded. As a result, children's assessment and progress are not clearly linked to the early learning goals and do not identify their next steps.

The childminder supports them as they achieve to their own satisfaction. For example, as they bandage a patient's arm. Children are provided with healthy options and drinks are easy accessible. The childminder ensures children develop an understanding of positive hygiene practices and how to keep themselves safe. For example, she explains to them what they need to do when crossing roads or evacuation the premises in an emergency. Children are supported when making choices as they choose between art, craft and role play. Storage containers are not labelled to support younger children's self help skills or independence, such as with pictures and words. Through discussion the childminder describes a range of activities which children take part in. For example, active play by visiting the local park or quieter interests, such as creative play or reading. Children enjoy a sufficient range of activities including positive images of the world around us.

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?	3
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?	3
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?	3
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