

Inspection report for early years provision

Unique reference number	143928
Inspection date	23/06/2009
Inspector	Jane Wakelen
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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1998. She lives with her husband and 12 year old child in Faversham, Kent. The whole of the childminder's house, including the cellar is used for childminding, apart from one bedroom upstairs. There is a fully enclosed garden for outside play.

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 minding three 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 takes and collects children from local nurseries. She attends the local toddler group and childminder group. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children access a range of resources at the childminder's home and the different groups they attend, providing a good variety of activities to promote their learning in all areas of their development. All children are included within the setting and the childminder ensures each child's needs are met, taking into account their age and stage of development. The childminder has completed a self-evaluation of the service she provides and has identified areas to improve and areas which she feels are strengths to promote outcomes for children.

What steps need to be taken to improve provision further?

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

- 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
- continue to develop systems for assessment that involve the parents and other providers to ensure children's learning needs are met

The leadership and management of the early years provision

The childminder has a good understanding of her role and responsibilities regarding the welfare requirements of the Early Years Foundation Stage (EYFS) and ensures children are cared for in a safe, secure environment. Children settle well and feel confident within the childminder's home, making choices and gaining a sense of belonging. She encourages children to take the lead in their play, allowing them to make choices from the resources available and then supports

them by extending their language skills, problem solving and thought processes. However, the childminder is not yet secure in her understanding of the six areas of learning or the process of observation, assessment and planning. This results in some children not being provided with activities that extend their learning or provide a challenge.

The childminder has identified this weakness in her provision through her self-evaluation and is training at present to gain a better understanding of the learning and development requirements for the Early Years Foundation Stage. The childminder is committed to providing a quality service for children to enable them to progress in their learning. She has identified several areas which she is going to develop, such as the observation, assessment and planning, working with other providers and developing a toy library with other childminders.

A parental questionnaire was recently completed to further develop the partnership with parents and to ensure that parents were happy with the service being provided. Parents have access to the policies and procedures and the daily diary enables parents to be kept informed about their child's day and activities. Parents are kept informed about their child's development through verbal discussion and are able to see their child's assessment records on request. Written consent for aspects of care such as outings, application of sun cream and permission to take photographs all supports children's well-being and welfare.

Children are well protected whilst in the care of the childminder. She has an excellent understanding about safeguarding children and has a written policy and procedures available if she has any concerns about children in her care. Contact details for outside agencies are stored with the government booklet 'What to do if you are worried a child is being abused' to fully support children's welfare. The childminder ensures the children are always within her sight and implements a visitors book to record any visitor to the house.

The quality and standards of the early years provision

The childminder is not secure in her understanding about the Early Years Foundation Stage and the areas of learning, which results in children not being able to reach their full potential. Children have a good variety of resources and toys to play with and benefit from attending different toddler and childminding groups to experiment with additional resources. The childminder has started making written observations of children's learning, but these are not fully analysed to understand what children have learnt from the activity or used to inform future planning for their next steps. This results in some children not being given activities which extend their learning or provide a challenge.

Children learn about being healthy and access a good choice of healthy options for snack time. Children benefit from the fresh fruit offered and learn the social skills of sitting at the table to eat and talking to their friends. They access their drinks at all times and develop a healthy lifestyle through outdoor play and access to fresh air. They are encouraged to wash their hands after playing in the garden, handling the guinea pig or using the toilet and reminded why this is important. Children

learn about keeping themselves safe indoors and outdoors, for example not to climb on the furniture and to carefully climb over the small concrete steps in the garden. They wear straps in the pushchair and hold hands when on outings with an adult, learning how to protect themselves from dangers outside of the home. The childminder has an excellent understanding about protecting children and has carried out a risk assessment to ensure all hazards are identified and action taken to minimise any risk to children.

Children behave well and are reminded about being kind to each other and sharing the toys and taking turns. They are becoming aware of the house rules and older children learn how younger children are still learning and help to provide a good role model. The childminder has a positive, calm approach to managing children's behaviour giving praise to help children understand what behaviour is acceptable. Children have good opportunities to learn about their community and benefit from learning to value and understand different cultures and celebrations.

Children are beginning to develop skills to support their understanding with electronic toys, learning about cause and effect and problem solving using a variety of tools and resources. They are able to develop good communication skills and are beginning to be independent learners.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	1

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?	2
How well are children helped to stay safe?	1
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

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