

Inspection report for early years provision

Unique reference number	125234
Inspection date	02/03/2009
Inspector	Cilla Rachel Mullane
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).

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 1993. She lives with her husband and three children in a residential area of Margate, Kent. The whole ground floor of the childminder's house, including a downstairs toilet, is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register to care for a maximum of six children aged under eight years at any one time of whom only three may be in the early years age range. She is currently minding four children who come within the Early Years Foundation Stage. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools and pre-schools to take and collect children.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder's practice is fully inclusive, she meets children's individual needs and those of their parents, and enables all children to take part in activities and achieve equally. Her partnership with parents is a strength: she is professional, flexible and supportive. The childminder has a positive attitude to improving and developing her practice. She uses reflective practice to identify areas for development and spends time reading childcare magazines and books in order to learn more.

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 observations to identify individual children's next steps, and show their progress towards the early learning goals
- update the complaints procedure to reflect current guidance
- keep a record of the risk assessment, for indoors and for each type of outing, stating when it was carried out, date of review and any action taken following a review or incident

The leadership and management of the early years provision

The childminder is qualified in childcare and has attended various short courses in the past. Although she is positive about learning more, at present she feels she does not have time to attend training, but subscribes to various magazines and receives information from the National Childminding Association in order to keep up with developments. She has ensured that she has familiarized herself with the Early Years Foundation Stage (EYFS), and has the requirements and guidance documentation to hand for reference. The childminder plans her childminding day well, and has lots of ideas for the day ahead, for example, dancing, drawing, nursery rhymes, story time, so children are secure in a well paced routine which

meets their needs. All documentation required for childminding is in place and maintained efficiently.

The childminder has started to use the online self evaluation form to help her reflect on her practice. As a result, she has appropriately identified areas for development, for example, she plans to start using photographs with her observations to demonstrate children's achievements and progress. She has identified the need to seek the views of parents, and now has evidence from their references that they are pleased with their children's care.

The childminder works effectively in partnership with parents. Their references express their satisfaction with the childminder's professionalism, her care and support of children, the promotion of social skills, and they emphasise how happy their children are with the childminder, and how much they enjoy the activities provided. The childminder has established contact with minded school children's teachers, to ensure a flow of information from school to home.

Children are safeguarded from harm and neglect, as the childminder has information to hand regarding child protection policies and procedures. She therefore knows where to get help for children if she had concerns for their welfare. Parents are given information regarding how to make a complaint, should this be necessary, but the policy is linked to the old National Standards, rather than the new EYFS.

The quality and standards of the early years provision

Children in the EYFS make good progress towards the early learning goals. They enjoy a balanced range of activities which promote all areas of learning. For example, their knowledge and understanding of the world is especially well promoted. Regular outings such as to the library or the shops help them learn about their local community, and they develop an interest in the natural world, for example, by identifying birds on the feeder from a wall chart. The childminder is skilled at including counting and shapes into daily activities and children laugh as they all spontaneously make up a game using positional language, moving next to or behind each other. Children work together to create large pictures for the wall, for example, of a winter day, and children are keen to discuss the flowers and the weather in the picture.

The childminder helps each child make progress by using occasional observations of their play to identify what they can do, and what they need to learn next. She responds to their interests, for example, in numbers, and plans activities to build on their interest, for example, number games. Therefore children are learning from activities which they enjoy.

The childminder adeptly includes toddlers in activities with older children, and makes time to offer them one to one attention, so they feel included. For example, small children hold the toy monkeys as they all sing about little monkeys jumping on the bed, and cuddle up for a quiet story when older children are occupied with drawing. Children are happy and confident, and having fun, for example, laughing

as they make up new words to 'the wheels on the bus': naming animals on the bus, and making the correct noises. Children are quick to name their favourite activities, enthusiastically describing building with bricks and Play-doh.

Children's welfare, safety and health are effectively promoted. Children learn about the benefits of fresh air and exercise, as they walk frequently, for example, to the park, beach, shops and to and from school. Dancing indoors helps children develop coordination and spatial awareness as they kick their legs up and spin round. Hygiene procedures are thorough, and children can explain when they need to wash their hands, and which is their individual towel. Careful precautions such as securing children in their chairs at the table keep children safe. In addition children are encouraged to think about road safety during outings. The childminder therefore keeps children safe, but has not yet fully documented her risk assessment by keeping the required records of dates and action taken for risk assessments indoors and on different types of outings.

Children's behaviour is excellent. The childminder constantly praises children's efforts and achievements, and as a result their self-esteem and confidence is good. Good manners are encouraged, and so children are learning social skills. Children respond well to being given small responsibilities, such as being asked to help with nappy changing by finding a nappy bag.

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?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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 the last inspection.

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.