

Inspection report for early years provision

Unique reference number	103577
Inspection date	27/04/2009
Inspector	Mandy Mooney

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 has been registered since 1997. She lives with her partner, adult son and 14 year-old son in a three bedroom house in the Darland area of Gillingham in Kent. The premises are adjacent to a nature reserve. Children have access to a conservatory and dining area for play and there is also a large enclosed garden available for outdoor play. The childminder is on the Early Years Register and Childcare Register. She care for up to six children under eight at any one time, three of which can be in the early years age group. She is currently minding three children in the early years age group and several in the older age group. The childminder provides a drop off and collection service for Parkwood Primary School and Parkwood Christian Fellowship Pre-school. The childminder takes the children out locally to pre-school groups and childminder drop-in groups. She is a member of the National Childminding Association (NCMA) and a member of the Medway Childminding Network.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder provides effectively for children in the Early Years Foundation Stage. This is supported by well maintained records and documentation. Good exchange of information on each child promotes the unique needs of children through positive relationships with parents. Children are safe and secure, with most aspects of safety and safeguarding in place. A varied range of activities and extended opportunities within activity groups mean that children make sound progress in all areas of learning. Commitment to training and professional development underpin the childminder's practice and the continued improvement of early years provision.

What steps need to be taken to improve provision further?

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

- implement a system for evaluating the success of activities and opportunities
- ensure the risk assessment includes specific trips and outings

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

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding & promoting children's health)

04/05/2009

The leadership and management of the early years provision

The childminder is friendly and approachable. Parents and carers are well informed about the provision and are able to make decisions about the care of their child.

Children's welfare, care and safety are well promoted because the childminder continues to develop her professional skills through relevant training. For example, promoting positive behaviour, safeguarding children, policy development, paediatric first aid and the Early Years Foundation Stage; she is also a member of the Medway Childminding Network where she offers support and guidance to newly qualified childminders, whilst enhancing her own practices.

The childminder has written policies and records that are well maintained. They support good practice and ensure that the needs of all children are met. Informative and useful information relating to all children is sought on entry. This contributes to assuring that the unique needs of each child is promoted. The childminder regularly shares written information with parents which informs them of their child's care and activity involvement. Assessment and planning record forms are available and the childminder uses these effectively to further support children's learning and development.

The childminder's knowledge for protecting children from harm or neglect is good and safeguarding procedures are secure. She regularly reflects on her practice and is developing use of self assessment to maintain good standards of care and education for the children. In response to the last inspection the childminder demonstrates good capacity to make necessary improvements and develop practice, such as, ensuring the fire drill is practised with the children to enhance their safety further. The childminder promotes good levels of inclusive practice to continue support for children's individual needs, for example, she regularly liaises closely with parents to share information on particular aspects of their child's development and ensures the children have regular opportunities to talk about their home life to help them feel valued and acknowledged.

The quality and standards of the early years provision

The childminder effectively promotes children's welfare, learning and development. Children learn about being healthy as they enjoy good opportunities for physical and outdoor activities. For example, on trips to the local activity centre and soft play centre. Children learn how to make healthy choices with a nutritious range of foods and have regular access to drinks to ensure they remain hydrated. Their health is also well supported as they gain knowledge of the importance of adopting suitable personal hygiene routines, such as washing hands after toileting. The childminder implements effective systems for ensuring children's health. This includes, clear procedures for dealing with accidents and for administering medication. However, although she is aware of the requirement for seeking permission for emergency medical advice or treatment, this is not up-to-date for current children. The childminder provides a range of safety equipment and undertakes procedures to maintain children's safety, such as, children wearing high visibility jackets on trips so they are easily recognisable and reinforcing the keeping themselves safe message to children by going through the 'safe hands' system with them. She undertakes risk assessment of the premises and considers safety for outings and trips, however, those for trips and outings are not written and therefore cannot be referred to for future review.

Children feel highly valued because the childminder develops a settled, close relationship with them; this helps them to feel secure and confident to explore their environment and try out new things. They use a good range of play resources, books and activities, which are stored effectively to allow easy access. This stimulates enthusiastic participation and promotes the learning and developmental needs of the children. For example, the involvement of all children in planting and growing in the garden and taking responsibility for caring for the plants to ensure they live. Children have ample opportunity to explore the great outdoors as good use is made of the local park, walks to school, the local woods and nature reserve. Children develop skills that contribute to future economic well-being, for example, they enjoy books and have many opportunities to mark make and write; this supports their communication, language and literacy development. Implementation of observation, assessment and planning for the early learning goals is developing well and show how children's individual interests and needs are catered for and how they are progressing. However, evaluation of the activities and opportunities provided does not take place and this means how this is improved or changed in the future is unclear.

Children have access to a variety of toys and books that promote positive images of diversity and they regularly have visits to places of interest and activity groups. This helps them to gain awareness and understanding of the local and wider community. Children develop confidence and good levels of behaviour because the childminder regularly offers praise and encouragement and is consistent in her approach to managing behaviour.

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

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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