

## Inspection report for early years provision

---

<b>Unique reference number</b>	126197
<b>Inspection date</b>	10/08/2009
<b>Inspector</b>	Cilla Rachel Mullane
<b>Type of setting</b>	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 has been registered since 1999. She lives with her husband and two adult sons. She works with another childminder. They live in a modern house on a large housing estate in Ashford which is close to all local amenities. The ground floor of the house is used for childminding and there is a secure garden for outside play. The bathroom and toilet are upstairs.

The childminder is registered to care for six children aged under eight years, three of whom may be in the early years age range when she works alone, or six when her co-childminder is present. She is also registered on the compulsory and voluntary parts of the Childcare Register to care for children aged under eight years. They are currently caring for eight children in the early years age range on a part time basis.

The family has a cat.

The childminder takes children out regularly to local toddler groups and for walks.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder works alongside a co-childminder so children receive extra attention and support. Children are happy, secure and settled, they are keen to join in activities, and the childminder is warm and caring in her interaction with them. She is not yet fully implementing the learning and development requirements of the Early Years Foundation Stage (EYFS) framework, but she uses her good knowledge of children's personalities and interests to provide activities which they learn from and enjoy. Partnership with parents is a strength; they express satisfaction with the care offered to their children. The childminder has taken some action to improve the childminding. For example, she has accessed basic training regarding the EYFS in order to improve her ability to meet children's individual needs, but the recommendations from the last inspection are not fully addressed.

## What steps need to be taken to improve provision further?

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

- develop the use of systematic observations and assessments of children's achievements, interests and learning styles in all areas of learning to plan challenging, relevant and motivating play experiences for each child indoors and out, across all areas of learning and development
- further promote children's personal, social and emotional development by increasing opportunities for them to act independently and develop self help skills
- ensure that parents are aware of the childminder's responsibilities towards safeguarding children

- ensure that policies and procedures, and information about the Early Years Foundation Stage are shared with parents
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children

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

- keep a record of the risk assessment, stating when it was carried out, by whom, date of review and any action taken following a review or incident  
(Safeguarding and promoting children's welfare)

01/09/2009

## **The leadership and management of the early years provision**

The childminding is organised to a satisfactory standard. The childminder works very effectively and consistently with her co-childminder, and their good teamwork helps them to meet children's needs. For example, sometimes one of them cares for the babies, while the other takes the toddlers to the park. The childminder is led by the needs of the children, for example, when caring for babies, she organises the day around their routine. Children feel secure within the structure of the day. For example, the childminder helps them to understand when they will be collected by describing where Mummy is in the car, or explaining that Nan will be putting her shoes on now. Most of the documentation required for the effective running of the childminding service is maintained to a satisfactory standard. However, parents receive very little written information about policies and procedures.

The childminder evaluates her practice annually and is aware of the strengths of the provision, such as frequent trips to toddler groups where children can socialise. She has targeted knowledge of child protection issues and procedures, and planning of activities for the EYFS as areas where she needs training, and has booked courses accordingly. However, continuous self-evaluation is not yet used effectively as a tool to identify areas for development and thus maintain continuous improvement.

The childminder works effectively in partnership with parents. She has been proactive in seeking parents' views on the childminding service and the care of their children. Letters from parents demonstrate that they are happy with the progress made by children, and appreciate the opportunities for children to socialise and play at toddler groups. Parents are welcomed into the home, and are encouraged to stay to settle their children and see activities and routines, so that they are confident to leave their children. Parents contribute to daily diaries, where the childminder records the events of the children's day, such as telling them that the child enjoyed playing on the Pirate climbing frame.

The childminder has basic details accessible for reference should she have

concerns regarding children's care. For example, she has a phone number to ring to seek a consultation with a child protection worker. However, parents are not informed of her responsibilities towards protecting children. She has ensured that all the adults in the house have Criminal Records Bureau checks, which further protects children. Children are further safeguarded because details of how to make a complaint are displayed for, and discussed with parents.

## **The quality and standards of the early years provision**

Children in the early years age range make satisfactory progress towards the early learning goals in all areas of learning. The childminder is trying to familiarise herself with the EYFS learning and development requirements and the terminology. She is therefore not yet using observations of the children to full effect to plan activities tailored to their individual needs. However, she is able to describe children's progress and to provide activities which generally help all children to make progress.

Indoors, the childminder sets out a reasonable variety of toys and equipment daily, based on the interests of the children attending, such as matching games, cars and garage. Children are confident to ask for other toys and equipment to be brought out. For example, when they ask for saws, these are promptly brought in from the garage. The range of toys at home is complemented by frequent outings to well resourced toddler groups, where they take part in a wide range of activities, helping them make progress in all areas of learning, such as making pizzas, and growing carrots and potatoes. Children remember these activities with enthusiasm.

The childminder generally promotes children's personal, social and emotional development well. Children are very confident, enthusiastic, motivated and interested. They are willing to help and spontaneously offer to help clear up for lunch. The childminder constantly praises these contributions, 'thanks, good girl', so children feel valued and behave well. The childminder provides a good role model, treating children with respect and kindness; she asks children if they are willing to share their food with the others and thanks them, so children are polite and caring. They are forming firm friendships with one another, asking each other to join in their play. However, sometimes children's independence and the development of their social and self help skills are limited, because three year olds sit in highchairs to eat, and use potties and hand-wipes instead of going up to the bathroom to use the toilet and wash their hands. The childminder is extremely kind and patient in her interaction with children and they are clearly fond of her. She listens to children, showing that what they say is important. Children confidently name shapes as they print them on the etch-a-sketch, pointing out diamonds and stars, and recognise numbers. She points out the meaning of writing to them, so they are learning that the written word has meaning.

Children are generally safe, and learn about a healthy lifestyle with the childminder. The childminder's home has been risk assessed, and identified hazards made safe. For example, there are stable doors which protect children from the stairs and the kitchen, and table cloths are removed when toddlers are

present, so they are not pulled down. Small children are thinking about keeping themselves safe when out walking: they look, and say 'no cars' before they cross the road. At the park, she carries out a quick safety check of the equipment. However, the childminder does not keep a written dated record of risk assessments, which is a breach of the EYFS requirements.

Daily outings on foot show children that exercise and a healthy lifestyle is important. They are becoming adept at climbing and balancing on the challenging apparatus in the nearby park, and are confident to attempt difficult equipment, such as large climbing frames, with the support, reassurance and encouragement of the childminder. The childminder described a sensible routine for cleaning toys, and feels that it is an advantage to have two childminders working together, as they can be extra vigilant. For example, noticing which toys go in toddlers' mouths and quickly washing them. The spread of infection between children is therefore kept to a minimum in this respect. Parents provide children's main meals, but the childminder encourages healthy choices at snack time by providing fresh fruit, encouraging children to make healthy choices. Drinks are on the side for the children to help themselves and the childminder checks they are full, so children can keep themselves hydrated.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
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

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](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) 01/09/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action to safeguard children, as above (Arrangements for safeguarding children) 01/09/2009