

Inspection report for early years provision

Unique reference number	EY153086
Inspection date	23/06/2009
Inspector	Janette Mary White

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 2002. She lives with her husband and two school aged children in Gravesend, 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 use. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family have a cat, a hamster and three rabbits.

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 three children in this age group. 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. The childminder has a appropriate understanding of how to support children's welfare in the Early Years Foundation Stage. Nevertheless, she does not use the learning and development records to identify the child's next stage of development. 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 as there are no written records regarding risk assessments. The childminder has not accurately maintained some daily records and she has not made sure that all policies and procedures are up-to-date. She provides a homely environment allowing children to freely choose from the variety of resources, including positive images of the world around them. This supports children and helps to broaden their play. The childminder has completed the self-evaluation form and has clearly identified areas for her potential improvement and also considers strengths and questions her current practice.

What steps need to be taken to improve provision further?

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

- ensure the safeguarding child protection policy contains all the information regarding the relevant agencies and complies with the Local Safeguarding Children Board to make sure this is implemented effectively.
- use observations and assessments to identify children's starting points and learning priorities ensuring these are used to identify their next steps.

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

- make a record of risk assessments, clearly stating when it was carried out, date of review and any action

07/07/2009

taken following a review or incident, including conducting a risk assessment of each type of outing and review it before embarking on each specific outing (Suitable premises, environment & equipment)

- ensure the record of children's attendance is maintained on a daily basis. (Documentation)

07/07/2009

The leadership and management of the early years provision

Children's records have details of their appropriate care needs, such as their home language and religion. However, there is insufficient information about the child's individual capabilities. The childminder describes how she conducts a risk assessment within the home environment and on outings. However, there is no record of risk assessments, the date of review or any action taken following a review, and there is no evaluation of each type of outing or assessment before embarking on each specific outing. Parents provide the required written permissions and are given copies of the policies and procedures. The childminder maintains all the required documentation for each child. However, some children's attendance is pre-recorded and is not maintained daily. As a result, in the event of the need to confirm children's hours of attendance this is not accurately documented. Children learn the importance of keeping themselves safe. For example, they talk about crossing roads safely and playing the 'stop and go game' as they walk to school.

The childminder has a sound knowledge of her policies and procedures, such as lost or uncollected children. She talks about signs and symptoms of abuse and her child protection policy. She knows it is her responsibility to protect the welfare of the child. However, her safeguarding child protection policy is not up-to-date and this narrows her understanding of how to implement this effectively. The childminder has completed her self-evaluation form and highlights areas for potential future improvements, such as developing her use of observations and making sure her policies and procedures are up-to-date. She demonstrates an understanding of her strengths and consults with parents on changes to the service or asks their opinion on what she can improve. The childminder shows a clear understanding of behaviour management, giving appropriate examples of how she deals with a variety of different situations. For example, reminding children to be kind to each other. The childminder ensures appropriate first aid treatment is given to children and she has an up-to-date first aid certificate. Children do not attend if they are ill and there is a system to maintain accidents and medication.

The quality and standards of the early years provision

Children are supported when making choices as they freely choose between building bricks, musical instruments and role play. The childminder describes how she provides a variety of opportunities for children to be active or take part in quieter activities. For example, they are able to take part in outings to the local

parks or read books. Children are encouraged to be active and have many opportunities to take part in regular walks to local places of interest. As a result, they have frequent occasions outside in the fresh air and learn about the benefits of physical activity. The childminder is continuing to develop a system to record children's observations, although this is not yet established. She has not sufficiently consulted with parents regarding each child's starting point or capabilities. As a result, there is a lack of information or an assessment relating to the children's learning priorities or what needs to be identified as their next stage of development and learning. However, the childminder provides sufficient opportunities in the variety of activities to help children make progress in areas of development and learning in the Early Years Foundation Stage. As a result, aspects of children's welfare and care are only satisfactory, although a few areas are good.

Children are beginning to learn about their boundaries, such as not throwing the hard ball indoors. The childminder gently reminds them to use the no water soap after visiting the toilet. She explains how germs can make them ill and the importance of clean hands. The childminder describes how the premises are evacuated in an emergency. Children have not sufficiently practised the emergency escape plan in order to become familiar with what to do in an emergency. Children play with a sufficient assortment of resources including a basic range of positive images of the world around us. However, the storage containers are not labelled in a way to fully support younger children's self-help skills, such as with pictures and words. Children are offered a variety of healthy foods and snacks. They help to plan the weekly menu and make decisions using the '5 a day' chart to encourage them to eat healthy options. The childminder supports them as they achieve to their own satisfaction. For example, as they role play 'vets' with the soft toys and doctor's equipment.

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?	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?	3
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?	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?	2
How well are children helped to enjoy and achieve?	3
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?	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

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