

Inspection report for early years provision

Unique reference number	115450
Inspection date	27/01/2009
Inspector	Janette Elaina Lockwood
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).

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 1996. She lives with her husband and three children in Sidcup, Kent. She works with an assistant. The whole ground floor is used for childminding and there is a fully enclosed garden for outside play. There is a step leading up to the front door of the property for access.

The childminder is registered to care for a maximum of six children at any one time and is currently minding four children in the early years age range. The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary Childcare Register. The childminder walks or drives to local schools to take and collect children. The family have a cat and two tortoises.

Overall effectiveness of the early years provision

The overall effectiveness of the early years provision is satisfactory with children in the Early Years Foundation Stage (EYFS) receiving sound care, learning and development opportunities with suitable activities and routines help them enjoy and achieve. Inclusion is given consideration throughout the practice because the childminder recognises that all children are unique and therefore, plans spontaneously and provides plentiful opportunities for them to initiate their own play.

The childminder has made some progress in meeting the requirements of the EYFS, but has not implemented all the changes so there are some issues to address relating to safety and outdoor play, working in partnerships with others and self-evaluation. She has taken some steps in order to maintain continuous improvement such as embarking on a degree course to study childcare and education.

What steps need to be taken to improve provision further?

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

- develop a system to ensure that practitioners from each setting a child regularly attends, share information about the child's development
- develop the self-evaluation process to support continuous improvement
- develop use of the outdoor area to provide children with opportunities to be outside on a daily basis and have first-hand experience of different weather conditions.

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

- ensure that a full risk assessment is carried out for each outing undertaken (Safeguarding and welfare).

12/02/2009

The leadership and management of the early years provision

Sound organisational skills in leadership and management of the provision help the childminder to provide interesting activities for children to enjoy, for example, giving them opportunities to run up and down hills or helping them to bake biscuits. Children build on what they already know and can do and have plenty of opportunities for free play using toys and resources to support their imagination.

Some steps have been taken to implement elements of the Early Years Foundation Stage (EYFS) particularly in learning and development, however, the childminder has not implemented a regular system of self-evaluating her practices so has not identified her own areas for improvement. Documentation is clearly kept and there are written policies and procedures which are shared with parents.

The childminder takes account of children's interests along with parents' wishes to help children feel happy and valued in the setting and works closely in partnership with parents to ensure they are kept well-informed of progress and developments. However, there are currently no links with other settings the minded children attend, in order to share information about their progress.

Recent safeguarding training has helped the childminder to understand more fully the signs and symptoms which would lead to concerns and she has the necessary details to follow should she have any worries about a child's welfare. As a result children are safeguarded in the setting.

The quality and standards of the early years provision

There is a strong emphasis on child initiated play helping them to learn and develop as the childminder provides them with effective support. She is aware of what children are learning through the activities and records observations and progress in her 'tracker' books for each child. This shows her what children need to do next so she can plan for them individually.

The childminder understands how a well-planned activity can spread over the six areas of learning and helps children to make connections. For example, through baking activities children practise their problem solving, reasoning and numeracy skills, weighing ingredients and estimating how many they need to make. They take turns and converse with each other about what they are doing or intend to do using their language for thinking and show curiosity as they watch chocolate melt in a microwave, beginning to understand the use of technology and how heat can change materials.

The childminder has carried out regular risk assessments on her home and minimised risks to children indoors. She does not regularly risk assess the outdoor area as children do not have opportunities to use the garden in winter months. She takes the children out of the premises regularly and takes steps to help them learn about safety but, although the childminder helps keep children safe on outings,

there are no risk assessments for each specific outing available.

Sound hygiene practices help children to be healthy in the setting and the childminder helps minimise the spread of germs and infection, for example, she encourages children to wash their hands at key times and has a poster to help them remember this. There are some healthy foods offered such as fresh fruit and fresh drinking water is always available to help keep children hydrated.

Good manners are encouraged, children learn simple rules to help them work well together and their good learning habits and behaviour are encouraged to help them take turns and share. Children's similarities and differences are acknowledged and valued so they learn to feel comfortable with themselves and gain confidence and the childminder includes aspects of diversity into her planning to help children learn about the lives of others.

Opportunities to learn numeracy and communication techniques, confidence and sociability help children to gain the skills they need for their future economic well-being.

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?	3
The capacity of the provision to maintain continuous improvement.	3

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?	3
How well does the setting work in partnership with parents and others?	3
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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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.