

## Inspection report for early years provision

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<b>Unique reference number</b>	EY239451
<b>Inspection date</b>	28/05/2009
<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 was registered in 2003. She lives in Cliftonville, Kent, with her three children. The whole of the ground floor of the childminder's house is used for childminding, and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years, of which three may be in the early years age range, and is currently caring for seven children on a part time basis. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The family has a dog, three cats, a rabbit, a hamster, and a quail.

The childminder attends the local parent/toddler group on a regular basis.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. The childminder is skilled at providing activities in which all children of varying ages can participate equally. She develops strong relationships with children, who are confident and settled in her care, forming firm friendships with each other. Children enjoy learning through play, as the childminder plans activities which interest and motivate them. The childminder's capacity to maintain continuous improvement is good; she continues to attend some relevant short courses, such as child protection, and gain qualifications, and has started to make improvements as a result of self-evaluation.

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

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

- ensure that the safeguarding procedure fully informs parents of local procedures, and includes details of the procedure to be followed in the event of an allegation being made against the childminder

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

The organisation of the childminding is very effective, enabling the childminder to meet the needs of all the children. All required paperwork is carefully maintained, and in addition, a relevant selection of policies and procedures guide her practice and inform parents. The childminder works with an assistant, whose professional development is encouraged. She has just started to use the online self-evaluation form in order to identify areas for improvement. She also uses other forms of self-evaluation, for example, while training her assistant she reflects on her own practice. She has started to take action as a result of self-evaluation: for example, she has adapted her paperwork to more clearly record her observations of children's achievements. She asks small children for their thoughts on her

provision, to make sure she is meeting their needs, and to find out what they enjoy.

The childminder considers parents' views important, and she seeks their views via questionnaires in order to act on any concerns or issues. Parents' comments show that they value the childminder's ability to provide a variety of activities which help children progress. They are happy that their children are safe and encouraged to socialise. They appreciate the fact that special diets are catered for and respected, and that there are lots of outings. The childminder has a general awareness of what children do at other settings, for example, nurseries, and can therefore provide continuity of care.

Children are safeguarded, as the childminder keeps her knowledge and understanding of child protection up to date by attending training. However, her safeguarding procedure is basic and does not fully reflect local guidance. Therefore, although the childminder has the knowledge to enable her to take appropriate action to protect children if she had concerns, parents are not fully informed of procedures. However, parents see full information regarding how to make a complaint, should that be necessary.

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

Children make good progress in all areas of learning. The childminder plans activities around interesting and relevant themes, such as 'all about me', 'transport' and 'senses'. She observes the children, and gains an insight into what they know and what interests them. She can therefore organise resources and activities which help individual children make progress. For example, she provides opportunities to mark make for children who are developing pencil skills, and brings out favourite toys to engage children and encourage them to concentrate for longer periods of time. Children enjoy warm and trusting relationships with the childminder, who joins in their play and supports their learning.

The environment is well planned and welcoming for all children, with plenty of resources available from which children can choose. For example, they practise writing skills at the mark making table, develop coordination, spatial awareness and large muscle groups on the climbing and riding apparatus in the garden, and use their imaginations when playing with the work bench and dressing up. They learn respect for living creatures when helping to care for the rabbit and quail. They are learning early information technology skills as they become adept at using the computer. Their personal, social and emotional skills are well promoted: they use the toilet independently, and open a drawer to find a cup, and help themselves to water from the dispenser.

Children are well behaved, spontaneously say 'please' and 'excuse me' and discuss with the childminder the importance of working as a team. They are keen to act fairly and take turns: there is a timer so that all have turns on the computer, and games such as 'Zoo's Who' promote turn taking. There are sensible house rules, which the children are able to describe, such as 'no snatching' and 'share'.

The childminder promotes children's welfare well. Children's safety is a priority, and the childminder and her assistant work carefully together, ensuring that children are well supervised at all times. For example, one of them sits with toddlers as they eat, to guard against choking. Children know and understand rules which keep them safe. For example, they know that they must stop the swing if someone comes near, and they need to stop, look and listen when crossing the road, to take responsibility for their own safety. Children can play safely and move around freely because the premises are fully risk assessed. Furthermore, risk assessments are carried out for all outings, ensuring, for example, that the car is safe and the mobile phone is charged. The childminder has a folder with children's details ready to pick up in an emergency, and she carries cards with children's details when they go out. Children's good health is well promoted. They enjoy healthy snacks, and have constant access to the water dispenser. Outside play is available, and children also have access to challenging equipment during visits to soft play centres. She keeps her first aid qualification in date, ensuring that she can act correctly in an emergency.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](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:	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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