

Inspection report for early years provision

Unique reference number	126922
Inspection date	23/02/2009
Inspector	Freeda Wildon
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 1984. She lives with her husband and two adult children in Deal, Kent. The childminder mainly cares for children on the ground floor of her home, which consist of a playroom, small kitchen and a cloak room. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight at any one time. The childminder is currently minding five children in the early years group and six children between five and eight years. She also cares for two children over eight years. She walks or drives to local schools and pre-schools to take and collect children. The childminder attends the local toddler group and local childminding group. The family has a dog.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder understands how children learn best and uses the Early Years Foundation Stage (EYFS) to plan and provide a stimulating range of activities to meet their individual needs and interests. Children's welfare and safety is promoted well because effective procedures are in place to protect children from harm. Effective partnerships between childminder and parents ensure continuity of care. As yet no formal system for self-evaluation is in place. However, the childminder is able to talk about her strengths and has identified areas for future improvement. She has recently attended training in self-evaluation and will use the knowledge she gains to evaluate her childminding service.

What steps need to be taken to improve provision further?

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

- continue to 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
- continue to develop the systems for observations and assessments to clearly identify and plan for the next steps in the children's learning and development

The leadership and management of the early years provision

The childminder has prepared the environment so that it is interesting and accessible to every child; this allows them to learn independently. Children play in a dedicated play room on the ground floor where they can freely access the cloakroom to take care of their personal hygiene needs. Effective procedures are in place to prevent the spread of infection, for example, good hand washing

procedures and the use of individual towels. The childminder has an up-to-date first aid qualification so she is able to take appropriate action should there be an emergency. The childminder is aware of the procedure she must follow should she have concerns about child protection issues. She has the appropriate contact numbers at hand to seek advice. The childminder recognises the importance of keeping her knowledge updated and has enrolled in training for safeguarding children. All the required documentation for the effective management of the setting is in place and maintained appropriately. The childminder has procedures in place to identify risks to children in the home and when children are away from the setting. She has identified that the garden is not suitable for children therefore it is not used. Children are taken out each day for fresh air and exercise.

The childminder offers a flexible service to parents. She is able to offer extra childminding hours to accommodate changes in their work patterns. The childminder also operates a drop-off and pick-up service from local schools. A range of policies and procedures are available for parents to keep them informed about the service and guide the childminder in her daily practice. The procedures include how to make a complaint and a log is prepared to share any complaints with parents. Parents are fully informed about the EYFS framework and have access to their children's development records. The childminder is clear about the service she provides and strives to offer an inclusive and welcoming environment to children and their families. She exchanges information with parents daily and backs this up with a daily diary for the younger children; this provides parents with information about the routines and activities. The childminder is committed to further development and has attended several training courses and workshops to extend her knowledge and skills. She has fully addressed the recommendations from the last inspection and has made several improvements in her practice. She is able to talk about these improvements and has identified areas for further improvement.

The quality and standards of the early years provision

The childminder has a good understanding of the EYFS framework. It is clear that the childminder is led by the children's interest. The planning is based upon the interest of individual children resulting in good levels of engagement. There is a good balance of appropriate activities, which links to the six areas of learning. Children are making good progress. The system for observation and planning is evolving. The childminder observes and assesses children's progress; records clearly show she evaluates and plans children's next steps. However, they do not show how the next steps link to future planning. The childminder acknowledges that this is an area she wishes to develop and feels that the forthcoming training will help her.

Children benefit from a warm and friendly approach introduced by the childminder. As a result, they feel valued and secure within the childminder's care. The childminder has created a small special area so children can be by themselves when they feel the need to. Children are well behaved because of consistent realistic expectations from the childminder. They are sociable, good communicators, playing well together while taking turns as they play games. They

have a good understanding of whose turn it is next as well as understanding about queuing to have a turn on large apparatus when they are at social groups. The childminder is close by to offer support and extend children's learning. She knows when to get involved and when to allow children to carry on playing by themselves. For example, when children complete the magnetic fishing game they find other objects around the room which are also magnetic. Children have a wonderful time experimenting and exploring different objects.

Children have easy access to books and enjoy favourite books such as 'The Night before Christmas'. They listen attentively as the childminder reads the story. The childminder allows the children time to talk about their own families as they look at the pictures in the book. They count the stockings hanging on the fireplace and compare them to socks. Children's imaginative and creative skills are developing well. They dress up and pretend to take their babies for walks in pushchairs acting out real life scenarios. Children have access to programmable toys and use a laptop to play games. They help the childminder prepare for the re-cycling collection; sorting glass, plastics and tins, at the same time measuring heavy and light. These activities prepare children for the future. Children have many opportunities to learn about their own and others' cultures by celebrating festivals such as Australia Day. Visits to the local community, resources and activities give children a balanced view of society and help them understand similarities and differences.

Children enjoy a good range of activities and experiences indoors and away from the setting which actively contribute to their good health and well-being. Parents provide most of their children's food and the childminder provides fresh fruit for their snacks. Mealtimes are a social occasion and children enjoy helping to clean the table before mealtimes. They independently visit the cloak room to wash their hand before eating. The regular practise of fire drills ensures that all children know how to leave the premises safely in an emergency. They are learning to keep themselves safe when they are away from the setting through road safety procedures such as when to cross the road safely. The childminder allows the children to take calculated risks such as using a hammer to crack a coconut.

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?	3
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

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.