

Inspection report for early years provision

Unique reference number	147691
Inspection date	08/01/2009
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 2004. She lives with her husband and two children in Broadstairs, Kent. The whole ground floor of the childminder's house is used for childminding and children have access to the bathroom on the first floor. 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 five children under eight at any one time. She also cares for children over eight years. She is currently minding two children in the early years age range and four children over five years. The childminder walks to local schools to take and collect children. The childminder attends the local toddler group. The family has a cat. She is a member of an approved childminding network.

Overall effectiveness of the early years provision

The childminder has a good knowledge and understanding of the Early Years Foundation Stage (EYFS). She has embraced the framework well and plans a wide range of activities based on children's interest and adapts the activities to suit individual needs. An extensive range of resources and activities help children develop a positive attitude towards diversity and ensures all children are included. The childminder is mindful of parents' working commitments and has created a flexible service to give them 'peace of mind'. She is reviewing all aspects of her provision through self-evaluation and identifies areas for future improvement.

What steps need to be taken to improve provision further?

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

- ensure the complaints log reflects welfare requirements
- continue to develop systems of sharing information and involving parents in their child's continuous learning and development

The leadership and management of the early years provision

The childminder is committed to providing a professional childminding service. She has attended several childcare short courses and workshops; she has embarked on a diploma in home based childcare. This demonstrates her commitment towards consistent improvement. The childminder uses the self-evaluation form to plan for future improvements. She has introduced questionnaires for parents to seek their views. The childminder has fully addressed the recommendations from the last inspection, resulting in positive outcomes for children. The childminder has recently attended training to keep her knowledge and understanding of child protection procedures up-to-date. Her sound knowledge ensures children are safe and protected from harm. Although the childminder knows who to contact if she has a

concern she does not have the relevant contact details readily to hand. Formal risk assessments and effective procedures for outings ensure children are safe in the home and when they are away from the setting.

The childminder has created a positive partnership with parents and the flexible service is much appreciated by them; they speak highly of the childminder. Parents are well informed of the EYFS framework because they receive leaflets explaining the areas of learning. They receive a daily diary informing them of the children's activities and the planned activities are displayed for them to see. The childminder establishes a child's starting point, records their development and plans for their next steps. She chats to parents daily and discusses children's development. Children's individual files that track their progress are available for parents to see at any time. However, no formal system has been established for parents to contribute to their children's learning.

The childminder has created a warm friendly environment for children and provides a dedicated room for them to play freely. The home is very clean and well maintained; the childminder uses the space well allowing children to feel comfortable and at home. Good hygiene practices are in place to prevent cross contamination. The childminder teaches children about the spread of infection through hand washing at appropriate times, however, these are not always consistently applied as at times children use wipes instead. Accident records, current first aid training and first aid boxes means the childminder is able to take appropriate action in an emergency. The childminder is committed to providing an inclusive environment. She obtains detailed information from parents about individual children and their families. She ensures all children are included by providing dual language material for children with English as an additional language. All mandatory records are well maintained. Posters displayed on the walls and information from parents' questionnaires confirm that parents understand how to make a complaint. The childminder has had no complaints; she has a log prepared to record any future complaints. However, it is not in line with the welfare requirement.

The quality and standards of the early years provision

Children are making sound progress in their learning and development. They are confident and self-assured; they have formed many close friendships within the local childminding group. The childminder is warm and affectionate, as a result, children feel secure. Children's individual needs are known and met; the childminder adapts the planned activities to suit differing needs. Children are becoming independent learners because the childminder understands how children learn and is led by their interest. She is using the EYFS framework to provide a good range of activities covering all areas of learning. After experimenting with several systems to assess and observe children's development and plan for their next steps she has found a system with which she is comfortable.

Easy access to books, visits to the library and introduction to new words at story time extend children's language skills and vocabulary. The use of 'story sacks' with props captures children's interest and helps them develop a love of books. Children

have access to a varied range of physical equipment at the setting and have many opportunities away from the home to use large muscle apparatus to promote physical development and to keep them healthy. Children are offered healthy foods and drinks; they learn about healthy foods through activities such as 'five a day' fruit and vegetables. Children benefit from exploring their senses through messy play activities and the sensory garden. Children's imaginative and creative skills are developing well. For example, pretend shopping trips allow them to imitate and act out real life scenarios as they collect the shopping and have money to pay for the items. This activity and the use of many programmable toys, computer, joystick and problem solving skills prepare children for the future. Positive contribution is fostered very well. Children are well behaved because of consistent realistic expectations from the childminder who gives lots of praise and encouragement. Children play in harmony, sharing their toys with each other. Children have many opportunities to learn about their own and others' cultures by celebrating festivals. Visits to the local community, extensive resources and activities give children a balanced view of society and help them understand similarities and differences.

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?	2
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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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.

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.