

## Inspection report for early years provision

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<b>Unique reference number</b>	125214
<b>Inspection date</b>	19/01/2009
<b>Inspector</b>	Freeda Wildon
<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 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 2001. She lives with her adult son in Deal, Kent. The whole of the ground floor of the childminder's house is used for childminding, the bathroom is situated on the ground floor. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children at any one time. She has experience caring for children with learning difficulties and/or disabilities. 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 cat. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register.

## Overall effectiveness of the early years provision

Children are very happy and contented in the care of the childminder who has a sound knowledge of the Early Years Foundation Stage (EYFS). She uses the framework effectively to plan a wide range of stimulating activities for the children. As a result, children are making very good progress in their learning. The childminder knows the children extremely well; she plans the activities based on children's individual needs and their interests. Partnership between parents and childminder is fostered well. She seeks parents' feedback to evaluate her service but as yet no formal system of self-evaluation is in place.

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

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

- prepare a log to record future complaints and share with parents
- update policies and procedures and share with parents
- develop a self-evaluation system to monitor the provision and identify key strengths and areas for improvement.

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

- keep a record of the risk assessment clearly stating when it was carried out, date of review and any action taken following a review or incident (Documentation)

02/02/2009

## The leadership and management of the early years provision

The childminder has created a warm caring environment which is child friendly. Children play in a dedicated play room and have easy access to play resources. Daily visual risk assessments enable children to play freely and safely. However, no record has been kept of when assessments have been carried out, when risks have

been identified and what actions have been taken. The childminder has a sound knowledge and understanding of protecting children from harm and abuse. She has at hand the relevant contact details should she have any concerns about a child's welfare.

The childminder has a realistic view of her strengths and feels she provides very good care for children. She relies on parents' input to evaluate her service in order that she can make improvements but there are no formal systems in place for her to identify her weaknesses. As a result, policies and procedures are not up to date. The childminder is currently on a waiting list to join an accredited scheme to improve practice. Parents are aware of how to make a complaint because information is displayed for them to see. Although the childminder has not had any complaints she has not prepared a log to record any future complaints to share with parents. Most information is gathered when the children join the setting and appropriate permissions are in place to ensure continuity of care, although some lack clarity. The partnership between parents and childminder is good. A flexible service is offered to parents; the childminder is aware of parents' working and family commitments. She tailors her service to fit in with the families to meet their needs. Parents are involved in their children's learning; they receive daily feedback of their children's care and development. They have access to the children's development records and are kept informed about the activities through long term and weekly plans. Evidence is in place to show that parents contribute to children's next steps.

Accident records, first aid equipment and up-to-date first aid training allow the childminder to take appropriate action in an emergency. The childminder practises fire drills regularly to ensure all children know how to leave the premises safely in an emergency. Effective procedures are in place to prevent the spread of infection. The childminder is committed to providing an inclusive environment. She ensures she obtains all necessary information from parents to provide individual care. She has formed good links with other carers providing the EYFS and shares information about current topics. The childminder has experience caring for children with learning difficulties and/or disabilities and is able to demonstrate how she adapts the environment and activities to ensure all children are included.

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

Children are making very good progress in the EYFS. They are eager to learn because the childminder understands how children learn and provides purposeful activities that interest children. The home is warm, welcoming and organised so children can initiate their own play supported by the childminder who is nearby offering praise and encouragement. Children's independence is fostered well because the childminder allows children to take responsibilities, for example, getting the plates ready for snack time and washing hands before eating. The childminder provides an inclusive environment where children learn about differences sensitively; she provides resources to give children a balanced view of society. They learn about their own and other cultures.

Children have formed good relationships with one another and with the childminder who values their efforts and achievements. They are learning about feelings, saying sorry, kiss and make up. Behaviour is good because realistic expectations are in place. Children are given choices from a wide range of resources covering all areas of learning. They also choose when they have had enough of an activity. Children concentrate well on chosen activities, finishing the task before moving on to another.

Children's language skills are developing well because the childminder uses story time and conversation to introduce new vocabulary. Children are developing a love of books; they cuddle up to the childminder to listen to their favourite stories. Children have many opportunities to count through every routine, for example, number of books, in songs and rhymes such as 'five little ducks'. They are happy and sing songs from memory as they play. Children benefit from exploring their senses using materials such as paints, glue and dough. They are learning to measure and compare different objects. Children have many opportunities to be creative, acting out familiar scenarios such as doctors and nurses, taking temperatures and listening to heart beats. Programmable toys helps children find out how objects work. They learn about recycling and taking care of their environment by tidying away at appropriate times. Tidying away also keeps them safe. Children are learning about healthy life styles because the childminder promotes healthy eating by providing healthy foods and through appropriate activities. Children visit local parks and play gyms where they have opportunities to use apparatus to develop their large muscle skills and dexterity.

## 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.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	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>	3
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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## **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.