

Inspection report for early years provision

Unique reference number	EY362675
Inspection date	20/04/2009
Inspector	Beryl Witheridge
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 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 2007. She lives with her husband and one school aged child in Parkwood, Kent. The whole 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 four children at any one time and is currently minding two children part time. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks to local schools to take and collect children. The childminder attends the local parent/toddler and childminding group.

She is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

The overall effectiveness of the provision is satisfactory. The childminder has a sound understanding of how to support children's welfare and learning in the Early Years Foundation Stage (EYFS). Children are able to choose from a wide variety of freely accessible resources and the childminder ensures she provides a range of planned activities and experiences for children. The environment is safe and welcoming to all children. The childminder recognises that she needs to use reflective practice to help identify where her strengths and weaknesses are. This will help with a self-evaluation process so that the areas for improvement can be properly assessed and planned for. Overall, an inclusive and welcoming service is provided.

What steps need to be taken to improve provision further?

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

- clearly identify the starting points for each child so that it is easier to assess the observations and move the children forward
- extend the assessments of children's progress which help to identify their next steps and this is used to lead future planning
- extend the opportunities for children to learn about the wider world and extend the resources to support this
- review and update the policies and procedures so that they refer to the EYFS and not the National Standards
- improve the self assessment and self appraisal arrangements to identify the strengths and weaknesses of the provision

The leadership and management of the early years provision

Children are very at home in the comfortable, child friendly, welcoming environment. Resources are freely accessible and children are able to make free choices and decisions about what they would like to play with. The childminder then works with them to extend their knowledge and understanding according to their individual needs. She also plans activities in advance for the children such as cooking or trips. Children have plenty of space to play as well as room to sit quietly and relax. The childminder has undertaken more training to keep her up to date with good practise and plans to do more in the future. She reflects on her service but finds it difficult to evaluate this as she only cares for children a few days a month. She has identified some areas she wishes to improve her provision which will benefit both children and their parents.

There are written policies and procedures in place, but in places these still refer to the National Standards not the EYFS; parents receive their own copies. All the required documentation is in place and contains all the relevant information. The childminder has regular feedback with parents and has shared the EYFS documentation with them as well as the observations and assessments of their child, so that they can be involved in their child's future learning. However these observations and assessments are quite limited because of the short periods of time the children are cared for.

The childminder has a high level of commitment to promoting the children's welfare. All adults who work in the house are suitable to do so and hold a current Criminal Record Bureau Check. The childminder has undertaken safeguarding children training and is to update this; she clear about possible signs of abuse. She has a sound knowledge of the procedures to follow should she have any concerns about a child in her care. The childminder holds an up to date first aid certificate this ensures appropriate first aid care is given to the children. Accidents are recorded and parents sign to acknowledge the entry. Children who are ill do not attend.

The quality and standards of the early years provision

Children are cared for in a well organised, comfortable and safe environment in which their welfare is fully considered and promoted. Outdoor play and trips to local parks and places of interest promote their physical development. Children are taught about the emergency evacuation procedures in the home as well as when out on visits. They wear a high visibility jacket on trips and learn about crossing the road safely. The childminder ensures they are kept safe at all times.

The childminder has a good understanding of how children learn. She provides children with a range of activities and resources which encourage and support their progress in all areas of learning. Activities are planned in advance such as trips or cookery but children are able to make decisions about what they would like to do and have free choice of the resources; this encourages their independence. The range of equipment and resources providing positive images for children is limited

and opportunities to learn about the wider world such as festivals and other countries has yet to be developed. The plans for daily play are not always written down but they do identify the different areas of learning and are generally led by the next steps for the children but the assessments need to be extended so these are clearly identified. Although this can be difficult as the children attend so rarely. Children's starting points have not been discussed with parents when children first come to the childminder. The childminder spends time talking and listening with the children, asking them open ended questions and giving them opportunities to extend their skills and understanding. She speaks to them in both English and Spanish, using dual language toys and books. Children play happily with the childminder and the interaction between them is close and affectionate.

Children that attend are provided with regular drinks, healthy snacks of fruit, yoghurt or vegetables as well as three meals a day. All food is freshly cooked and uses natural ingredients. They also bake their own food such as biscuits. The childminder has a good understanding of healthy diets and talks to parents about healthy eating. Children are beginning to understand about eating balanced diets. They also learn about good hygiene routines such as hand washing and cleaning their teeth.

The childminder supports children's behaviour by setting a good example for them. She encourages children to respect others and themselves. As children are cared for on a one to one basis their behaviour is of a high standard. The written behaviour management policy is in place. Children are provided with positive, stimulating learning opportunities in a safe and caring environment.

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?	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?	3
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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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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