

Inspection report for early years provision

Unique reference number	126888
Inspection date	13/05/2009
Inspector	Janette Mary White

Type of setting	Childminder
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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 1996. She lives with her husband and one adult child in Minster on Sea, Sheerness, 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 walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has a dog and fish.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently caring for three children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has an effective understanding of how to support children's welfare and learning in the Early Years Foundation Stage (EYFS). Children are learning about their local area and the world around them in a safe and secure environment, although risks on outings are not reviewed. Children are beginning to extend their understanding of the values and customs of differing cultures. They explore as they play in a welcoming and stimulating environment. The childminder's effective understanding of how young children learn and develop is encouraged through the use of good quality resources and activities, including resources reflecting equal opportunities. She has a good range of policies and procedures and effectively uses the self-evaluation form to consider her strengths and areas for improvement. She has a professional attitude to working with parents and continues to forge links with other agencies.

What steps need to be taken to improve provision further?

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

- ensure good hygiene practices are in place regarding hand washing.

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

- improve the system to conduct and review the risk assessments for outings. (Safeguarding and promoting children's welfare)

27/05/2009

The leadership and management of the early years provision

The childminder describes how she has procedures in place to regularly check resources and how frequent discussions with the children support their awareness of fire evacuation and crossing roads safely. On outings, children wear a high visibility tee shirt and wrist bands with the childminder's contact number. Although, risk assessments for outings are not frequently conducted or reviewed. The childminder's systematic approach to completing risk assessments, within the home and garden, makes sure any safety concerns are minimized. As a result, procedures are in place to ensure children's safety within the home environment. Displays and labelling with pictures and words encourage children's self-help skills, for example, hand washing and eating healthy foods. The childminder provides parents with copies of her policies and procedures and she uses a system to discuss and note each child's starting point. As a result, she identifies with parents what the child can already do and she is establishing links with other settings. The childminder is well organized and has effective systems to ensure she has all the required written permissions from parents. Children's records have some details of their appropriate care needs, such as language spoken.

The childminder's has an up-to-date first aid certificate ensuring appropriate first aid treatment is given to the children. Her first aid box is now easily accessible and basic supplies are taken on outings or when out walking. In addition, children's emergency details are always available. Accident details are recorded and parents sign to acknowledge the entry, and receive a copy. There is a system to record medication and children who are ill do not attend. The childminder demonstrates a professional approach to her role. She is motivated and keeps herself up-to-date on childcare courses. She has completed her self-evaluation form and through discussion identifies areas to enhance future practice and describes her continuous improvements, such as developing her resources, including aspects of diversity. The childminder has a good understanding of her child protection policy. Her effective knowledge of the signs and symptoms of abuse makes sure children are safeguarded.

The quality and standards of the early years provision

Children are confident about making decisions. For example, they freely choose what activity they wish to take part in, such as using small and big cars on a road track. The childminder successfully promotes children's individual ideas by asking questions that encourage them to solve problems. For example, as they construct a separate road for the big cars. The childminder encourages children's development by providing a broad range of activities to help them make good progress in the EYFS. She notes the observations each child takes part in and evaluates what they have achieved. These observations are used to chart children's progress and consider their next step. Children's art work is valued and there are displays of children taking part in activities, for example, children make and eat their own pizza. The childminder promotes children's understanding of good hygiene practices and she uses gloves when changing younger children's nappies. However, there is a risk of cross-infection as the children share the same

towel. The childminder demonstrates a good knowledge of being healthy because she develops children's understanding of healthy foods.

A displayed daily routine helps parents understand a typical day for their child. Children have many opportunities to be creative through the well planned range of activities. She describes how she manages her time to ensure she reads stories and sings nursery rhymes to all the children. Children are helpful as they lend a hand to tidy away. Prospective families meet with the childminder and she gathers the required information relating to the child's individual needs. In addition, she completes an 'All about me form' from the information she gathers from parents, including aspects of their starting points and abilities. The childminder organizes outdoor play and takes children to local parks and for regular walks to ensure there are opportunities to be outside in the fresh air. Children are beginning to learn about their boundaries as the childminder gently reminds them not to climb on the storage boxes. For example, she explains in simple terms the danger of climbing. The childminder ensures children's safety in the home is a priority. For example, the front door is alarmed and safety gates are in place.

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

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met