

## Inspection report for early years provision

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<b>Unique reference number</b>	115449
<b>Inspection date</b>	23/04/2009
<b>Inspector</b>	Christine Lynne Hodge
<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 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 has been registered since 1992. She lives with her husband and two grown up sons. The home is situated in Crayford, in a quiet residential road and is within walking distance of schools, pre-schools, parks and other local amenities. The whole house is suitable to be used for childminding with an upstairs bathroom and a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years at anyone time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 15 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and regularly takes children to a local toddler group.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is satisfactory. The childminder successfully promotes many areas of children's health and welfare. Relationships with children are well established and a close working partnership with parents ensures that they are kept well informed of their children's daily routines and progress. Children can choose from a good range of play resources, although limited observation and planning means that not all areas of their learning and development are fully promoted. Although the childminder has not completed any formal procedure for self-evaluation she has identified some areas of her practice which she intends to develop.

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

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

- further develop knowledge and understanding of the Early Years Foundation Stage
- continue to develop the process for tracking and assessing children's progress, in order to plan for their individual needs and the next steps in their learning
- devise a system for finding out more from parents about children's starting points
- update knowledge of Local Safeguarding Children Board procedures
- continue to develop a system for self-evaluation

## **The leadership and management of the early years provision**

The childminder's home is well organised to ensure that children are kept safe and secure in a warm and welcoming environment. Flexible daily routines are planned around children's individual needs for sleeping, eating and playing and include time for indoor play and regular outings to groups and the park. Overall, records, policies and procedures are used effectively to promote the welfare of children. However, limited use of observation and assessment means that activity planning does not fully cover the six areas of children's learning. The childminder is committed to providing a flexible, inclusive service which meets the needs of all families and children. Parents are made to feel welcome and receive good information about their children's care and progress. Although the childminder is clear about her role and responsibility for recording and reporting child protection concerns, children are not fully safeguarded as she is unfamiliar with Local Safeguarding Children Board procedures.

Since her previous inspection the childminder has updated her first aid training and has completed most of the recommendations. For example, she has obtained written consent from parents for transporting children in her car and allowing her to seek emergency medical treatment and she has devised an emergency evacuation plan. The childminder is still waiting to attend Early Years Foundation Stage (EYFS) training but in the meantime she is using the EYFS pack and meets up with other childminders to discuss and share practices to help her to begin to deliver the learning and development requirements. She is keen to continue to increase her childcare knowledge and practice by attending training and is already booked on a risk assessment course and on an EYFS road show workshop. Although she has not yet completed a self-evaluation form she has identified some areas of her provision which she feels she can improve. These include more resources for the garden, updating her policies in line with EYFS and increasing her knowledge of the six areas of learning together with procedures for observation and assessment.

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

Children are supported in most areas of their learning and development. However, although the childminder has tracker books to monitor children's progress, she has limited knowledge on how to use them effectively, in order to plan across the six areas of learning and to plan for the next steps in children's learning. Although she knows the children in her care well she has no system in place for finding out from parents the starting points of new children.

The childminder develops close relationships with children and spends a lot of time sitting and playing with them. Children are confident and very much at home in their surroundings and enjoy sitting on the childminder's lap for cuddles. Children are able to self select some play resources for themselves, although the main bulk of the play provision is kept in a storage unit in the garden and is regularly rotated. The weekly routine of activities includes time for indoor and outdoor play and includes an appropriate balance of adult directed and child initiated activities. The

childminder encourages children's language skills by talking to them and provides younger children with aqua water pens for mark making. There is a good range of books to encourage children's enjoyment of books. Children's creativity is well promoted through various art and craft activities, role play and on outings to a sound and song group where they enjoy playing musical instruments and singing songs. They have access to a good selection of electronic toys which help them to learn their colours, numbers and shapes and they enjoy time spent in the garden for physical play.

Overall, children's health and welfare is generally well promoted. The childminder's home is clean and well maintained and she has good procedures in place to protect children from cross infection. Although necessary safety precautions are in place in the setting to keep children safe, safeguarding procedures are not in line with Local Safeguarding Children Board procedures to ensure children are fully protected. Meals and snacks are healthy and nutritious and provision is made for children to rest during the day and to have regular fresh air and exercise.

## 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>	3
How well does the provision promote inclusive practice?	3
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?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<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?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
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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