

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY315118
<b>Inspection date</b>	05/05/2009
<b>Inspector</b>	Lara Hickson
<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 2005. She lives in a two bedroom house with her husband and two children aged five and two years. The house is situated in a residential area in Vinter's Park, just outside Maidstone town centre. The whole of the downstairs is used for minding and the first floor is only used for bathroom and sleeping purposes. There is a fully enclosed garden for outside play. At the time of inspection the childminder had one child on roll, who attends part time. The home setting is close to schools, shops, parks and other amenities. The childminder attends a local toddler group. The childminder is a member of National Childminding Association.

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

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

The childminder provides satisfactory care and education for children. Children have developed close relationships with the childminder which enable them to feel happy and settled in the childminder's home. The childminder provides a range of activities which the children enjoy and these cover the six areas of learning. Whilst generally the childminder takes account of children's individual learning and development needs, weaknesses in planning and assessment do not enable her to fully cater for these needs. Although the childminder demonstrates a positive approach towards improving her practice, the lack of a system to self-evaluate makes this more difficult.

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

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

- extend opportunities for children to explore the wider world by using resources that promote positive images of diversity
- continue to develop the observation and assessment systems to clearly identify children's next steps of development
- consider implementing a system to reflect on current practice
- ensure children's starting points and capabilities are discussed to ensure appropriate activities can be planned

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

The childminder has an organised approach towards childminding and all of the required paperwork is maintained. For example, records for attendance, accidents and medication are kept accurately and up to date. This ensure that children are kept safe and their individual health, medical and nutritional needs met. Although the childminder demonstrates a positive approach towards improving her practice and there have been some improvements since her last inspection she currently lacks systems to monitor and evaluate her practice. The childminder ensures that her certificate of registration is displayed. Although her first aid certificate is no longer valid the childminder is booked to complete a course next month and confirmation of this was seen.

The childminder has established effective links with parents and keeps them fully informed of their child's progress and development. She provides feedback verbally at the end of each day and provides parents with a contact book with details of activities their child has enjoyed as well as information regarding care routines. Parents say that they are very satisfied with the care their children receive and comment on how happy their children are within the childminder's care. Although an observation system has been introduced it does not fully outline children's development and is part of the contact book information.

Children are well protected within the setting because the childminder demonstrates an understanding of safeguarding procedures and is aware of her responsibilities with regards to recording and reporting any issues of abuse or neglect. The childminder is able to recognise the different signs of abuse and neglect such as changes to behaviour. Good arrival and collection procedures are in place, for example the childminder would not release a child to an unauthorised adult. A password system is in place for emergencies.

Inclusion is generally promoted within the setting. The childminder has a positive approach towards non-stereotypical play and children are encouraged to play with the full range of age appropriate activities available. The childminder takes the children to a baby signing group and encourages the children to sign within the setting through singing rhymes that they have learnt the signs to. However, although the childminder has a positive approach towards extending children's knowledge of the wider world she is not ensuring that resources she has depicting diversity are available to the children to independently access on a regular basis.

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

Children are happy and settled within the childminder's warm, family orientated home setting. Children's health is promoted well, for example, they are offered a range of healthy, nutritious meals and snacks and good handwashing routines are encouraged from an early age. The childminder ensures that children have plenty of opportunities for fresh air and exercise, for example, she walks to and from the local school and takes the children to a weekly music and movement session. The childminder plans a flexible daily routine which enables children to participate in a

range of activities, such as music and movement groups, trips to parks and toddler groups.

Children's safety is promoted well by the childminder. She has risk assessed her setting to ensure that any potential hazards are minimised and that children can play safely both in the home and in the outdoor areas. For example, the childminder has safety equipment in place, such as safety gates preventing access to the stairs and to the kitchen areas and plug sockets on all unused sockets. Children are able to access a range of resources although many are kept in a first floor bedroom and are rotated by the childminder. This can limit the range that children have access to and limit their choice. For example, there were no resources available that depict positive images of diversity and the wider world although the childminder has a number of different resources reflecting this area. There are opportunities for the children to develop their creative skills through art and craft activities, role play and cooking activities. Children are encouraged to develop sharing and turn taking through playing games and using the activities together. Children enjoy looking through books with the childminder and having stories read to them, which extends their language, vocabulary and communication skills.

Although the childminder uses a daily contact book and records information about what each child has enjoyed that day she does not currently include information about what a child has actually done or how that will be supported further. As a result the childminder does not evaluate observations to determine children's next steps of development. The childminder does not currently use details of children's starting points, which limits how she plans to meet their individual needs.

The childminder encourages children to behave well within the setting providing gentle reminders and distraction techniques which they respond well to. Children are supported to develop sharing and turn taking skills through playing games and completing activities together. The childminder provides the children with plenty of encouragement and positive reinforcement of appropriate behaviour which boosts their confidence and self-esteem.

## 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?	2

### 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>	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?	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

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
---	-----

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