

Inspection report for early years provision

Unique reference number	EY224982
Inspection date	12/08/2009
Inspector	Stacey Sangster

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 June 2003. She lives with her husband and two children in south Ashford. All areas of the premises are used for childminding except for the main bedroom. There is a small enclosed garden for outside play.

The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. She may offer care to a maximum of three minded children at any one time and is currently minding three children of whom two are in the early years age range.

School, pre-schools, toddler groups, shops and parks are within walking distance. The family has a pet dog.

The childminder holds an NVQ Level 2 qualification in childcare and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder supports children well during play enabling them to make steady progress in the Early Years Foundation Stage (EYFS). This is due to her sound knowledge of child development and of how children learn through play. The childminder strives to provide an inclusive and welcoming service for children and their families and consequently, children enjoy their time in her care. The childminder has some experience of updating her practices when regulations and requirements of registration change. She is developing her reflective practices although has not yet begun to record priorities for improvement and her self-evaluation although satisfactory in practice has not yet been fully embedded in her documentation.

What steps need to be taken to improve provision further?

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

- include within the assessment records an assessment of children's starting points and parents' and other EYFS providers' observations, and ensure that the assessment identifies if children are working at expected levels

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

- ensure that the risk assessment identifies who has checked the items identified as a risk, the date that they were checked and the date that they are next due to be checked (Documentation)

01/09/2009

The leadership and management of the early years provision

The childminder is committed to providing an inclusive, quality service to parents and children. Children are cared for in child-friendly premises. The childminder plans the space and resources effectively and provides routines which are planned, yet flexible, in order to meet individual children's needs. Systems in place ensure that all legal documentation is in place, although some lacks specific detail required to meet regulations in full. Children's records are kept in a manner which supports confidentiality, they are shared appropriately with parents and contain relevant and useful information. The childminder has an appropriate knowledge of child protection procedures and is clear about her role and responsibilities. This ensures she safeguards all children in her care. She demonstrates a good commitment to her self-development and attends training to update her knowledge and ensure that she updates her systems when needed. The childminder has a good understanding of the strengths and weaknesses of her childminding service, although she has not yet formally completed a self-evaluation. She works together with parents, sharing information verbally and in writing; currently the emphasis on working in partnership with parents is in relation to welfare issues. A partnership in relation to education is emerging but has not been fully established. The childminder is working hard to establish the required partnerships with another EYFS provider who cares for one of her minded children to ensure the continuity and coherence required when there is more than one EYFS provider supporting a child.

The quality and standards of the early years provision

Children enjoy their time in this setting. The childminder gets to know the children very well and understands that each child is unique in relation to their care and developmental needs. She recognises that providing a tailor-made routine and plans of activities is important in supporting them to make good progress. The childminder has made a good start in adapting her record keeping and recording systems to reflect the new requirements of the EYFS. Parents have been provided with basic information about her requirements in relation to supporting children's development. The childminder observes what children are doing and notes this in a separate file for each child. Observations are good quality and often illustrated with photographs and the children's own work, providing examples of developing skills such as pencil control or letter formation. The information is recorded under the six areas of learning and a review of this is shared on a regular basis with the parents for them to comment on and contribute to. Reviews are not structured to comment on all six areas of learning and as such do not give the full picture that the file often contains. In addition although the parents regularly share snippets of information verbally, about significant milestones and achievements that they have observed and the childminder takes these into account when planning next steps, she is not recording them in the child's assessment file and as such the record is not as comprehensive as it could be. Only recording the observations that the childminder makes herself impacts negatively if using the assessment to build a true picture of all that the child can do. Each child's observation file also identifies how the childminder plans to support the minded child in their next step towards

an early learning goal. This element is not recorded as effectively in the review and by not sharing fully the details of what she is planning to do and how, it limits the opportunities for parents to do the same at home and reinforce their child's learning opportunities and develop consistency for the child between home and the childminder's. The childminder uses her good knowledge of child development to identify any areas where the child is not making progress as expected. An informal assessment is undertaken when the child begins at the setting, identifying their starting points, however, throughout the record of assessment the childminder is not benchmarking the children's progress against the EYFS, which makes it harder to track how well children are progressing in each of the areas.

Safety is given high priority; the childminder makes sure that the environment, including the adults who come into contact with the children are supervised or vetted by Ofsted and deemed suitable to have unsupervised contact with children. Minded children learn about behaviours to keep themselves and each other safe, such as how to play with and use resources sensibly, and what they need to be aware of when crossing roads. The childminder uses reflective jackets when taking children on outings and closely supervises them at all time both indoors and out. Children's health is promoted well by teaching them about making healthy choices with food, providing constant access to drinking water and encouraging good health and hygiene routines such as hand washing and participating in regular exercise, such as walks and outings to local parks and beauty spots. Minded children keenly take part in fruit picking outings and enjoy returning to make and share smoothies with their harvest. The childminder has a policy of not caring for children who have contagious illnesses and this protects her own health as well as the other minded children's. Children learn about technology, from observing how tills work in shops to understanding how the pedestrian crossing lights work; they have access to a computer under close supervision and calculators and other basic technology among their play equipment. Children's independence, social skills and a positive attitude to taking part and trying new things are all fostered well by this childminder. This helps children to develop into interested learners and resourceful, useful members of their community and will support their ongoing success and development.

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?	3
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?	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

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