

Inspection report for early years provision

Unique reference number	156766
Inspection date	10/06/2009
Inspector	Janette Mary White
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 2001. She lives with her husband and three school aged children in Minister, near Ramsgate, 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 two dogs, cats, a tortoise and snake.

The childminder is registered to care for a maximum of four children under eight at any one time, of whom no more than two 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 satisfactory. The childminder has adequate policies and procedures to keep parents informed and is continuing to develop links with other agencies. She discusses with parents each day the activities children take part in and values their involvement. However, she has not always made sure that some written permissions are in place. Children are settled and play within a house where risks are identified and action is taken. Nevertheless, the risk assessment record does not sufficiently cover the hazards in the garden or when on outings. Children play with an adequate range of resources and the childminder builds on their individual interests. They have some opportunities to see positive images of the world around them. The childminder offers appropriate activities and resources for children to make progress in the Early Years Foundation Stage (EYFS). Nevertheless, the system to effectively use observations is not yet embedded. Through discussion with the childminder she raises potential improvements for her future practice and highlights her strengths.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment covers anything with which a child may come into contact, such as the trampoline in the garden.
- use observations and assessments to identify children's starting points and learning priorities, ensuring that play plans include relevant motivating learning experiences for each child in order to consider their next steps.
- ensure good hygiene practices are in place regarding hand washing and cleaning the changing mat.

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

- ensure prior written permission is obtained for each and every medicine before any medication is given. (Safeguarding and promoting children's welfare) 24/06/2009
- make a record of risk assessments clearly stating when it was carried out and the action taken including each type of outing and review it before embarking on each specific outings. (Suitable premises, environment and equipment) 24/06/2009

The leadership and management of the early years provision

The childminder has a secure understanding of safeguarding children. She talks about signs and symptoms of abuse and her child protection policy and is clear about her responsibility to protect the welfare of the child. The childminder conducts a basic risk assessment of her home and describes what action she would take when on outings. However, there is no clear record of a risk assessment stating when it was carried out and any action taken. It does not include all risks the children may come into contact with. In addition, there is no written record or assessment of risk including the process to review this before embarking on each specific outing. The childminder has maintained most of the required written permissions. However, she has not obtained prior written permission for each and every medicine before any medication is given. As a result, children's care and welfare are satisfactory. The childminder has not gathered children's individual starting points, but provides a balance of activities which are either child initiated or adult led. The childminder updates her child care knowledge by attending courses which are organized by the local authority, such as observations, assessments and planning. Information regarding children's appropriate care needs includes details of their home language and religion.

The childminder has a sound knowledge of her policies and procedures, such as lost or uncollected children. She explains that she has not thought about future improvements in any detail, although through discussion she describes areas where she plans changes for in her future practice. For example, developing her system to link the observations to the early learning goals and planning for each child's individual progress. The childminder demonstrates how she deals with behaviour management by offering clear explanations of why it is dangerous to throw objects. For example, she explains in simple terms how other children could be hurt. She ensures appropriate first aid treatment is given to the children and first aid equipment is easily accessible and basic supplies are taken on outings. There is a system to record any accidents and parents are asked to sign to acknowledge the injury. The parents are informed about the sick children's policy and they do not attend if they are ill reducing the risk of cross infection.

The quality and standards of the early years provision

Children are supported when making choices as they choose between tents and tunnels or cars, trains and small world people. The childminder describes how she

provides an appropriate range of opportunities for children to be active or take part in quieter activities, such as planting their own vegetables or reading books. The childminder has not gathered information from parents about children's starting points in order to form an opinion of their base line assessment. She discusses with parents the child's every day routine and is developing a record of each child's observations. Nevertheless, these observations are not clearly linked to the early learning goals and do not evaluate what the child has achieved. In addition, she has not linked these records to each child's next step. As a result, children's observations and assessment do not adequately inform the next stage of their development. The childminder describes how she uses the EYFS, although her systems to evaluate children are not yet fully established. She provides positive opportunities and asks open ended questions to extend and help children make progress in most areas of their development and learning.

Children are offered a variety of healthy foods and snacks. They follow basic hygiene practices. For example, they wash their hands after toileting. However, there is a risk of cross infection as the children share the same towel. The childminder conducts risk assessments in the garden, although in spite of this she has not made sure that it covers anything with which a child may come into contact, such as the trampoline. Children are learning about their boundaries as the childminder gently reminds them of the rules about not throwing toys and being kind to others. They play with a sufficient assortment of resources including a basic range of positive images of the world around us. Children are supported when making decisions, although the storage containers are not labelled to support younger children's self help skills or independence. The childminder encourages children to learn at their own pace and activities are adapted to each child's individual need. Children are supported to achieve to their own satisfaction, such as searching for a favourite car.

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?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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

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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