

Inspection report for early years provision

Unique reference number	EY382561
Inspection date	29/04/2009
Inspector	Susan Jennifer Scott
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 2008. She lives with her partner in Faversham. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children under 8 years of which not more than three may be in the early years age group at any one time. She currently minds three children under two who attend part-time. The childminder does not offer overnight care. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register

The childminder is able to walk to the local school to take and collect children. She attends the local toddler groups. The family has two cats.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children benefit from the childminder's ability to promote and encourage their learning through enjoyable play experiences. The childminder successfully observes and assesses children's development to plan activities based upon their interests and skills using the Early Years Practice Guidance. Children's activities and individual routines are noted in daily contact books and in development records which are shared with parents to promote consistency. The childminder shares her policies and procedures with parents although these do not reflect all the requirements of the early years framework. Her self-evaluation has not been used to review her service against the statutory framework, although she is successful in providing the children in her care with good quality experiences due to the attention she devotes to them.

What steps need to be taken to improve provision further?

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

- ensure written authorisation for emergency medical advice or treatment for children is available at all times
- ensure that the safeguarding policy includes a procedure to be followed in the event of an allegation being made
- ensure there is a clear procedure to be followed in the event of a parent failing to collect a child
- ensure there is a clear procedure to be followed in the event of a child going missing

The leadership and management of the early years provision

The childminder is keen to support children's welfare, learning and development successfully. Parents are kept well-informed about the experiences of their children through the use of individual contact books and very good sharing

procedures of the observations, assessments and plans which are made. The childminder has a good knowledge of how children develop and learn and uses the Practice Guidance for the Early Years Foundation Stage very effectively in order to provide children and parents with positive experiences. The childminder obtains helpful information from parents to establish children's starting points which she uses to promote their welfare.

Children are safeguarded by policies and procedures such as confidentiality and child protection, although some of the required written documentation is not in place. For example, procedures for the non-collection of children or missing children have not been fully considered. Parents can access information, such as, how to contact the regulator. There is consistent practice between children's care at home and their care at the childminder's. Children benefit from routines which ensure that they are cared for in clean, comfortable, surroundings offering them plenty of stimulating choices and support to enable progress. The childminder evaluates her service and identifies areas for improvement although she has not checked her provision fully using the Statutory Framework for the Early Years Foundation Stage and consequently has omitted to plan some procedures.

The quality and standards of the early years provision

The childminder ensures children experience stimulating and relevant learning experiences which are skilfully tailored to meet individual needs. Children are engaged by the varied choices offered to them because they are well planned and suited to their developmental stage and understanding. They are provided with a range of learning opportunities which are reinforced and extended by the questioning skills and the input of the childminder. For instance, during play in the garden, the childminder suggests that a child can also use the bucket and spade in the water as well as the sand. The children use sand in a variety of ways, in a flat tray or a deep bucket, promoting their exploration of media.

Children benefit from interesting and appealing outings when the childminder extends their experiences and uses these opportunities to reinforce their acquisition of physical and other skills. On a visit to feed the ducks the childminder observes children's knowledge and systematically plans the next steps by building upon this interest and extending their experience. Children enjoy their play and develop their communication skills through the childminder's conversations with them and her encouragement to speak. For example, she models words that the toddler is learning to say such as rabbit, sand, and bucket, which supports rapid development.

Children show independence and make choices about the activities they become involved in, such as, using various toys and resources in the garden. They explore the properties of sand, water and pebbles by using buckets, rakes, spoons as well as their hands. The childminder shows them how to wash and dry their hands properly, and how to descend the garden steps, so that children are encouraged to understand and adopt good practice for hygiene, health and safety.

The childminder has a clear system to observe each area of learning, using her

observations to accurately assess children's needs and then to identify the next step. She is very competent at seeing what children need to progress and has tailored each next step imaginatively, taking account of individual interests. Children make very good progress and are effectively supported by the concise but informative observations made by the childminder. Parents regularly access their children's files and read how the childminder selects a flexible, but very appropriate learning opportunity to challenge and develop their skills.

Children are encouraged to behave in a positive manner and the childminder gives clear and positive direction which effectively avoids negative behaviour. They learn right from wrong from her praise and the good example she sets. The childminder enables children to feel secure in her care by ensuring she knows what to do in the event of an emergency, and by instructing toddlers on how to safely negotiate steps. Children are safeguarded by the written procedures and policies and the childminder is confident that she would recognise child protection concerns. However, the childminder has not included a procedure to deal with possible allegations or recorded consent to obtain emergency advice or treatment for all the children in her care, so there could be a delay in accessing help when needed. Children are kept safe as the childminder supervises well and has produced good risk assessments that identify hazards inside the home and when they go out. However, the windows are not all secured in the rooms which babies use upstairs such as the bedroom where the cot is placed and the bathroom, and these will represent a hazard to older children.

Children are encouraged to develop healthy eating habits and the childminder ensures that food and drinks are enjoyed by them as she takes note of their preferences and serves popular but nutritious food such as crumpets with marmite or sandwiches and fresh fruit. Parents give information about their children's individual needs and the childminder records and discusses children's intakes of food so that she is able to ensure they have suitable healthy choices. The childminder works closely with parents, sharing information about the care she offers through the pack of policies and procedures and displaying information such as her certificates of registration and insurance. The shared information extends to obtaining verbal agreement from parents for a variety of local activities and the administration of medication; although there is no parental signature ensuring they are aware of these two issues. Clear procedures to protect children from infections are in place, such as hygienic nappy changing, when the childminder follows good practice.

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?	3
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

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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