

Inspection report for early years provision

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| Unique reference number | EY383291 |
| Inspection date | 20/07/2009 |
| Inspector | Stacey Sangster |
| 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 husband and their two children in Staplehurst, Kent. The whole of the childminder's house is registered for use for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may offer care to up to four minded children at a time, a maximum of two of these minded children may be in the early years age range. The childminder walks to local schools to take and collect children and attends the local toddler groups. The childminder is a member of the National Childminding Association. Currently four children are on roll, of whom three are in the early years age range.

Overall effectiveness of the early years provision

'Overall, the quality of the provision is good. The childminder is committed to meeting the individual needs of the children that she cares for. Evidence of changes to the setting since registration demonstrate that the childminder strives to continually improve her service for children, although the formal systems for recording her self evaluation are recently established and not yet fully embedded. The arrangements for supporting children's welfare and education are sound. Relationships with parents are positive and the systems in place to support the partnership in relation to children's welfare needs is a strength of this setting.

What steps need to be taken to improve provision further?

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

- include in the formal assessment record comments relating to children's progress that have been shared by parents, in order to provide an assessment which is full and takes account of all of the children's achievements.
- ensure that the date identified for the risk assessment check is noted on the risk assessment record

The leadership and management of the early years provision

Policies and procedures to outline the childminder's aims and inform the parents are clear, detailed and professionally organised. They support the childminder in her quest to provide parents with information that she knows are requirements of registration as well as those that she feels will be important to them.

Documentation is in place to provide parents with opportunities to discuss and provide consent for a number of activities which may occur routinely throughout the week, such as outings to the shops and park, being transported in the car, as well as describing care related matters such as the application of sun screens, and the recording of observations for assessment.

The childminder reviews and evaluates her practices continually. She appropriately prioritises what steps need to be taken by her in order to enhance the care that she offers the children. This has led to the reorganisation of the summer house to provide a more welcoming and easier to use play space, which children now love to use. In addition she has also increased toys and resources based on her knowledge of the minded children's interests and discussions at registration about gaps in the selection previously available. The increased range now includes a range of dolls and dressing up clothes used to support children's understanding and respect of diversity and support the inclusive nature of her provision.

The childminder is able to identify plans for future improvement, such as the introduction of scrap books, putting to better use the photographic evidence collected of the activities that she offers and that children enjoy. She is aware of the need for reflective practice throughout her childminding career and is a member of an association which supports childminders and provides her with up to date information about changes to requirements as well as ideas on how to improve the provision of good quality childcare and education. She has begun to put together records detailing her self evaluation process, but these are still in the early stages and are not yet a fully functioning, working document.

Good quality, detailed information about each child is requested from the parents and carers prior to a minded child being offered care. This enables the childminder to ensure that all children are cared for taking into account their individual needs, personalities and age and stage of development. The childminder is aware of the need to make positive professional links with any EYFS providers who also care for children that she is minding, so that there is continuity of care and the opportunity to plan more accurately for children needs, with the full knowledge of what is being covered at their other setting.

The quality and standards of the early years provision

The childminder is skilled at supporting children's learning. She gets to know the children well and demonstrates that she understands that children learn differently and are motivated by different things. She uses her knowledge of what the children can do and what they enjoy participating in, to plan in advance, the resources that she intends to offer them. Plans are flexible and easily changed if children do not engage with an activity or express a preference for something else. The childminder has a good understanding of how the individual children in her care take in information. She provides access to a range of activities which are appropriately pitched at a level which will both provide challenge to children, but not frustrate them by being too complex. This supports children well in enjoying and achieving.

The childminder provides children with support to develop new skills and build on the things that they can already do. For example she shows children how to connect the train carriage to a toy crane to lift it onto the track and points out the need for the two magnets to touch. She then disconnects it so that children can do it themselves and learn through the practical experience. She provides verbal

support and encouragement to help children to get the process in the right order and praises children for the effort that they make as well as the actual achievement itself.

The childminder gathers information about the children's welfare needs and educational progress with the use of sensitive observations and discussions with the parents. She clearly knows the children well and is able to confidently and accurately describe, their personalities, particular likes and dislikes as well as where they are in their learning. The childminder is clear about what steps each child need to practise before they can be considered to have reached a goal and what area she intends to support them in next. Systems to record observations are relatively new as are the individual planning documents for each child, as such the childminder has not yet fully established how they will be put to best use. This does not impact negatively on the arrangements, because the childminder only cares for a small number of children, she does not rely solely on the written systems to track and plan for the children as she is able to do this from memory.

Currently although the childminder takes account of the observations that parents share with her, in relation to children's progress and achievements, she has not included them in written records. This results in a gap in the system for assessing children and may result in the records not providing a fully accurate picture of what children are able to do.

The childminder encourages children to select healthy snacks and to keep themselves hydrated by drinking water which she keeps within their sight. She encourages the children to play in the fresh air and through her routines and discussions even young children are beginning to understand how to keep themselves healthy by wearing sun hats in hot weather. The childminder recognises that skills such as co-operation, turn taking, perseverance and understanding expected codes of behaviour such as saying 'please' and 'thank you', support younger children in becoming valued members of society and consequently supports their future economic well-being. Older children are provided with opportunities which support practical skills, such as using the computer. Children of all ages are encouraged to be respectful of each other's abilities, views and opinions.

Safety is given high priority by the childminder. She has carried out and recorded a risk assessment which also covers outings and which demonstrates that she reviews and checks the items listed on a very regular basis. However although records indicate that she does this, she has omitted to record the next date that the checks are next due to be carried out which is needed in order to fully meet the requirement.

Children are given information and guidance about how to keep themselves and others safe. These range from reminders to look out for each other when they run in the garden, to discussions about the risk of being stung if they tread on a wasp in the garden and are not wearing shoes.

Children behave well in the care of the childminder, she provides consistent messages to the younger children about sharing and steps in swiftly with the two

pre-school aged children that she cares for to support them in resolving issues quickly. Enthusiastic and cheerful instructions to let go of the ball so that the other child can throw it, is one example of how she successfully diffuses potential friction.

Children respond to the childminder's warm and reassuring tone, they trust her and go to her willingly for cuddles and to show her things of interest to them. In return she interacts with the children at their level, shows an interest in what they say and do and promotes their self esteem by telling repeatedly how clever they are.

Children enjoy the childminder's company, she makes sure that they feel relaxed and happy, by familiarising herself with what they enjoy and like doing. Children enjoy playing together to make the childminder laugh, repeatedly appearing at the patio doors and shouting 'boo' and then squealing with laughter as she jumps exaggeratedly in response.

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

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| 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

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| 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

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|---|---|
| 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 |

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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