

## Inspection report for early years provision

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<b>Unique reference number</b>	EY382674
<b>Inspection date</b>	28/05/2009
<b>Inspector</b>	Linda Margaret Nicholls
<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 registered in 2008. The provision is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. Registration does not include overnight care. The provider lives with her husband and their three adult children in Dartford Kent. The whole of the property is suitable to be used for childminding, however, minded children will generally play in the front room, dining room and conservatory. The family bathroom is situated on the first floor and there is space for travel cots in the main bedroom. There is a secure outdoor area where minded children can play. There is a family dog. The home is within reach of local amenities and has good transport links. The childminder can take and collect children from local schools. The childminder is registered to care for a maximum of six children under eight years, of whom three may be in the early years age range when working alone. However, the childminder's daughter is also a registered childminder and when working together they may care for up to eight children under eight years, of whom six may be in the early years age range and three may be under one year. Both childminders have equal responsibility for the childminding practice. There are currently five children on roll, one of whom attends full time.

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

Overall, the quality of the provision is good. The childminder offers a welcoming, inclusive service where boys and girls are respected as individuals. They play happily in a warm, caring atmosphere. The childminder has secure and established working relationships with parents which ensure continuity of care. An informal self-evaluation system and effective supporting strategies are in place to monitor her practice. Her methods to support the continuous improvement of her provision have a positive impact on the quality of children's learning and welfare.

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

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

- consider methods to link individual next steps to the areas of learning and provide opportunities for independent mark making so that children experiment with different methods of communication
- extend present risk assessments to identify hazards and actions taken, including assessments for regular and occasional outings, to reassure parents that children's safety is promoted
- practise and record the displayed evacuation procedures so that children extend their understanding of personal safety

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

The provider's reflective and pro-active attitude benefits all children who attend her provision. She has a good awareness of the areas she wishes to develop. These are identified through discussion and the self-evaluation process that occurs jointly with the co-childminder. The childminder is highly experienced and continually updates and refreshes her professional knowledge. She provides documentation that is organised methodically and has compiled clear and effective written policies that underpin her practice. The provider has attended SENCO training and ensures both boys and girls are included to the best of their ability and needs.

Information about the Early Years Framework is displayed. The provider clearly understands the importance of children's play, however, EYFS training has not yet been attended. Children's progress is assessed and recorded although the planning of next steps to learning is not linked to the early learning goals. Required documents, including a complaints procedure, are available. Children's personal records are held securely. Parents are informed of her procedures and information is exchanged daily. Children's individual care and welfare requirements are closely monitored. Risk assessments are very limited and do not describe recognised hazards and the action taken to minimise these.

Children are consistently cared for in a secure environment. The childminder has a good understanding of safeguarding procedures and contact numbers are accessible should she have concerns. Parents are aware of her professional role to safeguard children.

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

Children happily engage in imaginative play with blankets, baby dolls and buggies. They enjoy a range of challenging experiences, such as playing catch or kicking a ball to each other in the garden. Children have independent access to a sufficient range of equipment that supports their play across all six areas of early years learning. Children learn to explore and enjoy books following trips to the library. They independently select stories such as 'It's so Unfair', calling out the repeated catchphrase as the childminder reads. The childminder helps extend their vocabulary with repetition of sounds and words such as 'left, right and middle'. The names of numbers are reinforced as they sing and move to nursery rhymes on a music tape. Children develop their understanding of living things caring for the family rabbits and dog.

Children experience a suitable balance of adult-led activities and those which they may choose for themselves although pencils and pads are not available during imaginative play. The childminder plans a daily activity such as using play dough or planting seeds. She supports and reinforces cultural and physical diversity providing a range of positive images in dual language books and with activities for cultural events or annual festivals. Effective, close, working with parents and developed links with pre-schools and schools, cement and support the extension of

learning to meet individual needs.

The childminder interacts very well with the children, taking a calm and positive approach. She praises politeness and reinforces the need to share resources. Children know they are cared for and ask the childminder to help them when they need assistance. They learn to socialise with other children at local community venues such as the library or toddler groups where they extend their negotiation and social skills to support their future economic well-being.

Children are safeguarded effectively. The childminder is vigilant in her care procedures checking her home daily. Children learn to keep themselves safe in the home with clear house rules. They know to put on sun cream for skin protection, to sit at the table to eat, and to keep the floor tidy so they and others do not fall.

Children learn how to maintain a healthy lifestyle. Individual dietary requirements are met. Children experience regular physical activity both in the home and garden and walk to and from schools daily. Children learn effective personal hygiene routines and their personal independence is promoted as they gain physical competence.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<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?	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](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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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