

Inspection report for early years provision

Unique reference number	EY389614
Inspection date	18/08/2009
Inspector	Janette Mary White

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 2009. She lives with her husband and one preschool child in Rainham, Gillingham, Kent. All areas of the property are used for childminding and there is a fully enclosed garden for outside play. The premises are not suitable for wheelchair users as there stairs to the first floor and steps in the garden. The childminder walks and drives to local schools to take and collect children. The childminder attends the local parent and toddler group.

The childminder is registered to care for a maximum of five children under eight years 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 on a part time basis 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 is continuing to establish her systems with regard to the Early Years Foundation Stage. She has a secure understanding of how young children learn and supports each child's development by providing an acceptable range of resources and activities. This includes some positive images of the wider world. Parents are kept informed through the use of diaries and their contribution is valued. The childminder continues to develop links with outside agencies through the parents. There are no records regarding risk assessments for each type of outing and not all written permissions are in place. The childminder has a sound knowledge of potential future improvements and areas of her strengths. Children are settled and the childminder provides a homely atmosphere allowing them to broaden their play in a secure environment.

What steps need to be taken to improve provision further?

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

- develop a system for recording information gathered from parents regarding children's starting points
- develop children's understanding of safety issues. For example, by regularly carrying out evacuation drills and record details in a fire log book

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

- carry out a risk assessment for each type of outing and review it before embarking on each specific outing (Suitable premises, environment and equipment) 01/09/2009
- ensure all parents provide written permission for seeking emergency medical advice or treatment 01/09/2009

(Safeguarding and promoting children's welfare)

The leadership and management of the early years provision

The childminder keeps herself up to date and has a secure knowledge of safeguarding children in particular signs and symptoms of abuse. She has a sound understanding of the child protection policy and this makes sure children are protected. The childminder conducts risk assessments within her home and garden. In particular these include the large physical play equipment which has been re-assessed when new resources are provided. However, she has not implemented, reviewed or recorded risk assessments for each specific outing to consider the children's safety. Some of the required written permissions are in place, such as taking children on outings. However, some parents have not been requested to complete written permission to seek emergency medical advice or treatment. Therefore this necessary permission, for some children, is not in place. The childminder has a sound knowledge of her procedures, such as behaviour management and the children's departure policy. Children who are sick do not attend, reducing the risk of cross-infection. As a result, some aspects of children's welfare and care are satisfactory although a few areas are good.

The childminder demonstrates a sound understanding of behaviour management giving appropriate examples of how she deals with a variety of different situations. For example, she clearly explains the dangers of climbing on tables. The childminder holds an up-to-date first aid certificate this ensures appropriate first aid care is given to the children. Accident details are recorded and parents sign to acknowledge the injury and receive a copy of this record. The first aid box is easily accessible and the childminder makes sure basic supplies are taken when on outings. For example, an outings rucksack is always packed ready for use. She makes sure that a mobile phone and essential records on each child are readily available. Children's records have details of their appropriate care needs, such as religion and their home language, although their individual abilities are not discussed with parents. Through discussion the childminder describes her knowledge of working together with other agencies. She has completed the self-evaluation form on line and is aware of her future continuous improvement, such as conducting regular evacuation drills and extending the balance of adult led and child-initiated activities.

The quality and standards of the early years provision

The childminder describes how she provides a sufficient range of opportunities for children to be active. For example, using the play equipment in the garden or visiting local parks. She is encouraging children's appreciation for quieter activities, such as role play or board games. The childminder is continuing to develop her systems to record observations and linking these to the early learning goals. She is beginning to note each child's learning intentions and connect these to their individual interests. The childminder has not discussed or noted the child's individual starting points to begin her preliminary assessment, although their usual

routine and favourite toys are part of her initial discussion with parents. Children explain the importance of road safety. For example, they describes how they always hold hands when crossing roads. The childminder describes the process to evacuate the premises in an emergency in particular talking to the children about getting out safely. Nevertheless, the emergency escape plan is not regularly carried out with the children. This limits practical opportunities to develop their understanding of what to do in an emergency.

Children are provided with healthy choices and drinks are readily available. They describe how healthy foods 'make them big and strong'. Children follow good hygiene practices and individual towels are used reducing the risk of cross-infection. Children are supported when making choices as they choose between skittles, golf, using the trampoline or playing in the sand pit. However, the storage boxes are not labelled in order to support younger children's independence and self-help skills. Children understand the house rules and are beginning to learn to take turns and share resources. This is reinforced by the childminder as she gently reminds them to negotiate whose turn is next and being kind to each other. Children play with a sufficient assortment of resources including a very basic range of positive images of the world around us. The childminder supports them as they achieve to their own satisfaction. For example, they count the number of skittles they knock down. She adapts activities to each child's need particular need as they develop and learn at their own pace. Parents are kept informed of the activities through verbal discussion and the child's daily diary. This is shared with the parents and they comment on the activities the children take part in.

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.	2

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?	2
How well does the setting work in partnership with parents and others?	2
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?	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