

Inspection report for early years provision

Unique reference number	EY385490
Inspection date	02/07/2009
Inspector	Jenny Kane
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 December 2008. She lives with her husband and two school aged children in Peene, near Folkestone. The ground floor and one first floor bedroom of the property are used for childminding and there is a fully enclosed garden for outside play. Her home is readily accessible with facilities on the ground floor and parking in the drive. Schools, Nurseries, shops, parks and the beach are a short drive away. The family has a pet cat and guinea pigs.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding one child on a part time basis who is in the early years age group.

The childminder holds the NCMA diploma qualification in childcare. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder has a good understanding of child development and of how children learn through play. However, her knowledge of the Early Years Foundation Stage (EYFS) is limited because she does not have some of the relevant information. Children are settled and happy in the childminder's care and she plans suitable activities for them. Good verbal communication with parents ensures she is able to meet children's individual needs. However, her policies and procedures are limited. The childminder has not yet implemented a system for self-evaluation and this means she is not fully able to assess the service she provides.

What steps need to be taken to improve provision further?

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

- develop your knowledge of the learning and development requirements and how the activities provided for children support their development in each of the six areas of learning
- develop a system to record observations of each child's achievements and learning styles to help identify their next steps and use them to inform any future play plans
- improve knowledge and understanding of the procedures for safeguarding children
- extend the record of risk assessments to provide more detail, in particular for outings
- develop a system for sharing information with parents regarding the EYFS, in particular, the policies and procedures
- develop systems to self-evaluate and monitor practice to maintain continuous

improvement.

The leadership and management of the early years provision

The childminder provides a flexible service. She is organised, has toys and equipment ready when children arrive and she plans activities around those children attending each day. All mandatory records and documentation are in place. Children's records are confidential; contain relevant information and are shared appropriately with parents. Some of her paperwork is disorganised and information for parents is rather brief. The childminder shares information with parents verbally, feeding back what children have done during the day.

Although the childminder is clear about her role regarding child protection, her knowledge of the Local Safeguarding Children Board procedures is limited. As a result, she does not have up-to-date information about the procedure to follow to help safeguard children. The childminder is new to childminding and as yet has not identified her strengths, weaknesses and any areas in which she wants to progress. She is clear about the service she provides for children and their parents and strives to provide an inclusive service. The childminder is developing a network of support with other local childminders and hopes to start attending the local group. She is keen to attend meetings and training courses, to help to improve her knowledge and childcare practice.

The quality and standards of the early years provision

The childminder provides suitable play opportunities to help children make satisfactory progress in their learning. Children enjoy positive relationships with the childminder and her family and make themselves at home. They enjoy a balance of activities indoors, in the garden and various outings. Toddlers are beginning to communicate and the childminder promotes language development using books, action songs and rhymes. One child sits on her lap looking at a book about animals and points to them having fun making animal noises. Although the childminder is able to observe children during their day-to-day activities and feeds back information verbally to parents, there is nothing to back this up in written form. Consequently, she does not identify children's achievements through regular observations or assessment and is not able to share this information with parents so they can continue their children's learning at home. In addition, planning of activities does not link to the EYFS or the six areas of learning.

Children play in a safe, secure and welcoming environment. The childminder takes positive steps to promote their safety and welfare. She carries out daily checks of the equipment and areas used by the children to eliminate risks. However, her risk assessment holds limited information. Children have access to a good range of toys and equipment, which are age appropriate and promote their development. They move around the play areas choosing for themselves what they play with. Children are beginning to learn about good hygiene practices, for example washing their hands after helping to feed the pet guinea pigs. The childminder holds a current paediatric first aid certificate and has first aid equipment ready to hand. This

means she is able to deal efficiently should an accident or emergency occur.

There are good opportunities for physical activity and children play daily in the well-equipped garden. Children learn that exercise and fresh air is good for them and enjoy walks in the local community. The childminder lives in a rural position and children benefit from being able to look at animals in the nearby fields and partake in nature walks. They also enjoy outings to parks and beaches that are a short drive away. On outings, the childminder uses suitable equipment and carries first aid equipment and basic information about the children. However, her risk assessment does not fully cover these outings.

Children generally bring their own food, which is stored suitably until mealtimes. They eat together in the kitchen and this makes for a sociable occasion. The childminder provides drinks and healthy snacks, such as fruit, during the day. Children who need to sleep do so in a travel cot in an upstairs bedroom and the childminder checks them regularly.

Children have equal access to the play materials, some of which reflect diversity and positive images. The childminder knows children well and understands their individual needs. Although not currently caring for children with learning difficulties or disabilities, she has previous experience of working with children with a range of abilities and needs. The childminder encourages sharing and cooperation during play and uses positive praise to manage children's behaviour. She works together with parents and they discuss any issues as they arise, which ensures good continuity of care.

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?	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