

Inspection report for early years provision

Unique reference number	EY382963
Inspection date	08/07/2009
Inspector	Sarer Marcia Tarling
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 and works with a co-minder. She lives with her husband, also a registered childminder, and their three children aged 17, 14 and nine years. The family home is an extended semi-detached cottage in Seal, Kent. The whole of the ground floor is suitable to be used with children playing in the living room and kitchen diner. Travel cots are positioned in a first floor bedroom for children who require a sleep. There is a ground floor cloakroom and a fully enclosed garden for outside play. The family has a dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. When working alone the childminder is registered to care for a maximum of six children at any one time. When working with her co-minder they may care for up to 12 children. There is currently one full-time child and five part-time children under the age of eight on roll, three of whom are in the early years age group. The childminder also provides care for older children and there are currently three children over the age of eight cared for on a part-time basis.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder effectively supports the welfare and developmental needs of children in the Early Years Foundation Stage (EYFS) by ensuring they enjoy a varied range of activities and play opportunities. She works closely with her co-minder to create a consistent and harmonious environment where children feel happy and secure. Partnership with parents/carers is a key strength and as a result the childminder has a good knowledge of each child; this enables her to offer an inclusive environment and to meet their individual needs effectively. The childminder demonstrates a positive attitude towards ongoing training and personal development, which enhances the service she provides parents and children.

What steps need to be taken to improve provision further?

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

- continue to develop a system of planning which clearly show how activities are linked to the six areas of learning
- further develop the systems for observing and assessing children's progress so that they can be used to identify the next steps in children's learning and monitor their progress towards the early learning goals
- increase the range of resources and activities which help promote positive images of diversity
- consider developing the range of written information provided for parents/carers regarding the Early Years Foundation Stage

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

- ensure the fire and smoke detection system is in working order, or alternatively, provide appropriate smoke detectors on each level of the home (Suitable premises, environment and equipment)

17/07/2009

The leadership and management of the early years provision

In partnership with her co-minder the childminder has written policies and procedures which underpin their good childminding practices and these reflect current legislation. Accurate records are shared with parents and confidentiality is maintained at all times. The childminder has a secure understanding of her role and responsibility in safeguarding children and promoting their welfare. A thorough risk assessment helps to ensure all areas of the setting are generally safe and that security is good. However, as the electrical smoke detection system is not yet installed children are not fully protected in the event of a fire. All outings are risk assessed, along with travel in the car, and children are protected in the event of an accident or emergency as first aid kits are always available and a current first aid qualification is maintained.

The childminder and her co-minder regularly evaluate their practice jointly reflecting on their own practice and individual skills which contribute to the partnership. The childminder is pro-active in seeking out methods to improve and enhance her practice such as laminating EYFS documents and keeping them in the car so she can read through them to consolidate her knowledge, making good use of her time as she waits to collect school age children from their clubs. Relevant articles from childcare magazines such as 'Who Minds' and 'Early Years and Childcare News' are shared with her co-minder.

The strong working partnership in place between the childminder and her co-minder results in good care for children as both are actively involved in promoting children's welfare, learning and development. The childminder demonstrates a strong commitment towards supporting all children and welcoming them into her home including children with learning difficulties and/or disabilities. She values each child as an individual and, together with her co-minder, adapts the daily routine to support every child. For example, she sensitively supports children in overcoming fears and anxieties, such as when they first meet the family dog, and adapts activities to ensure all can join in.

The childminder demonstrates a good knowledge of how to support children's learning through child-initiated activities both in and out of doors. The childminder shares observations regarding children's progress and, in conjunction with her co-minder, is developing a written observation system in line with the EYFS which enable her to plan activities the children really enjoy and, as a result, learn through their play. Detailed written information is provided for parents/carers on a daily basis, giving them a clear outline of children's daily activities and how their welfare needs have been met. Useful information is provided for parents/carers regarding

the care provision, although limited information is available for parents/carers regarding the learning and development aspects of the EYFS. As a result, they are not yet fully informed about how their children's learning is planned for.

Very good partnerships are in place with parents/carers and the childminder regularly seeks out their views in order to enhance her practice and make continuous improvement. Parents/carers clearly appreciate the co-minders and 'couldn't ask for better' as their child is 'obviously very happy' in their care. Effective partnerships have been established with the local school providing a valuable link between parents and school.

The quality and standards of the early years provision

Children are settled and really enjoy their time at the setting. They achieve well as the childminder utilises daily play and practical experiences to support children's development and make learning fun. Activities are planned in response to children's own interests and stages of development and as a result children are making good progress. Younger children enjoy the freedom to explore all the toys and when they manage something for the first time the childminder provides them with high levels of praise and positive attention, boosting their self-esteem.

Children like to snuggle on the settee with the childminder and are developing a love of books. They become really engrossed and laugh as the childminder reads to them in an interactive and animated fashion. Young children are developing mark making skills as they use the water pens on the Aqua Draw mat. Close interaction really helps to develop children as active communicators. Children explore the properties of salt dough and experiment with painting and sticking activities.

The childminder makes full use of the setting's location and local area to develop children's knowledge of the wider world. Children can broaden their experience of local wildlife as horses, rabbits, moles and foxes are all regular visitors to the end of the garden and visits are planned to the nature reserve where children go pond dipping. Although the childminder has a positive approach to inclusion children have limited access to a variety of toys and activities that promote positive images of diversity and develop their awareness of themselves and others.

The childminder shares simple observations with parents regarding children's progress and is developing a written observation system in line with the EYFS. However, this requires further development in order to clearly identify the next steps regarding children's progress and to show how it is linked to the different areas of learning and how it informs future planning for individual children.

Children are developing a good understanding of the importance of keeping healthy as they brush their teeth after eating and use individual hand towels to help prevent cross infection and all nursery furniture is kept very clean. Children tuck into a varied range of healthy and nutritious meals. For example, they enjoy a variety of fillings in wraps and pitta bread and main meals, such as roast dinners, Shepherds pie and pasta dishes are all served with a selection of vegetables. The

provision of 'Lazy' chopsticks enables children to develop the skills needed to feed themselves rice and noodles. Good organisation means younger children can be demand fed and benefit from the batch of pre-liquidised meals stored hygienically in the fridge.

Children enjoy plenty of physical exercise as they scramble through the tunnel, play with hoops, skipping ropes and on the pogo stick. Children are developing an understanding of how to keep themselves safe. Simple rules enable them to play safely indoors and in the garden and children hold the childminder's hand or wear reins on walks along the lane where they learn how to cross the road safely.

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?	2
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?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
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?	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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