

Inspection report for early years provision

Unique reference number	EY343165
Inspection date	17/03/2010
Inspector	Jenny Kane
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 2007. She lives with her partner and three children, aged between one and thirteen years, in the Downswood area of Maidstone. The ground floor of the premises is used for childminding with access to the upstairs bathroom. There is a fully enclosed garden for outside play. Her home is reasonably accessible with parking close to the house. The family has a pet dog. Schools, pre-schools, shops and parks are within walking distance.

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 two may be in the early years age range. She is currently minding two children between the ages of three and four years. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and enjoy their time with the childminder who has an understanding of child development and how children learn through play. Although the premises are safe and the childminder is clear about her role in safeguarding children, her paediatric first aid certificate has expired. She knows children well and works with parents to provide continuity and to meet their individual needs. Most documentation is effectively maintained. The childminder has started to use self-evaluation to identify her strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- complete paediatric first aid training that is approved by the local authority and consistent with the guidance in the Practice Guidance for the Early Years Foundation Stage (Qualifications, training, knowledge and skills). 01/06/2010

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

- develop knowledge and systems for observation, assessment and planning
- ensure children have individual towels to prevent the spread of infection
- continue to extend the partnership with parents to involve them in their child's learning and development, for example, through the use of contact books
- extend the detail in the written risk assessments and include regular outings

- increase the information in the written policies and share these with parents.

The effectiveness of leadership and management of the early years provision

The childminder takes positive steps to ensure children's safety while they are in her care. The outdoor and indoor spaces, furniture, equipment and toys are suitable and safe. Although she checks her home and the garden before use, her written risk assessments are very limited and some information is lacking, for example, for outings. Her knowledge of the child protection procedures approved by the Local Safeguarding Children Board is satisfactory. She knows how to raise a concern if necessary and shares information verbally with parents. Children's records are confidential, shared appropriately with parents, and contain relevant and useful information. However, other written information and policies about her service are basic and lack some information.

The childminder is developing effective relationships with parents and other providers. For example, she liaises with teachers and pre-school staff when she collects children. Parents are happy with her service and make positive comments about the care their children receive. The childminder knows about each child's background and respects parents' wishes. Working together and keeping to a similar routine to that of home ensures continuity for children.

The childminder shows a good commitment to improving her childcare knowledge. She has started to use the self-evaluation form to identify the strengths and weaknesses of her service and has highlighted some areas for development. She is keen to attend training, develop her support network and is clear about how she will make ongoing improvements.

The quality and standards of the early years provision and outcomes for children

Children have positive relationships with the childminder and confidently interact with her. They are making satisfactory progress in their learning. The childminder uses verbal discussion to ascertain from parents what their children can do, their likes and preferences. As yet, this is not recorded in writing. The childminder has a flexible routine and provides a balance of age-appropriate activities indoors, in the garden and on daily outings. During play, she observes children and feeds back information to parents verbally each day, discussing what children have done. She does not yet formally use the information gathered to plan children's next steps. In addition, her knowledge of planning and observation is limited. She is beginning to establish written development records for each child. Currently, these have limited information and do not go home on a regular basis, which means parents are unable to be fully involved in their children's learning at home.

Children are cared for in a secure and safe environment where the resources are freely accessible. They have access to a selection of toys and equipment, some of which reflect positive images. Children are becoming independent, for example,

choosing what they play with, dressing themselves and taking themselves to the toilet. In the bathroom, children share a towel, which is not hygienic and encourages cross-infection. However, when coming down the stairs, children learn about descending safely because the childminder is vigilant and uses good explanation. They also learn about keeping safe by practising fire drills, learning about road safety and clearing away toys when they have finished playing with them.

There are good opportunities for children to partake in physical activity. The childminder encourages walking to the local park where they use the large play equipment, feed the ducks and collect interesting natural items. One child explains how they recently collected leaves, which they made into a collage using glue. There is a good supply of art and craft materials available. Children also express their creativity through dancing, listening to music and dressing up. Children enjoy walking to other venues where they meet and socialise with other children, for example, the local toddler group and the library. They borrow books to add to the supply available and enjoy listening to stories and singing. However, there is very little visual labelling or work displayed on the walls to help children recognise the written word.

The childminder is attentive and aware of children's individual needs. Although she does not currently care for children with special educational needs and/or disabilities, she has some previous experience of doing so and is confident about providing a service for all children. Children make themselves at home and get on well with the childminder's own children. They play well and understand the basic ground rules. The childminder gently reminds them to pack up the toys before getting out the bricks. Children happily make constructions, talking about which colour bricks they are using. One child makes a tower and counts five bricks, going on to discuss the concept of bigger and smaller with the childminder. The childminder uses clear explanation and discussion and takes a positive approach to managing any unwanted behaviour.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for) 01/06/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for) 01/06/2010