

Inspection report for early years provision

Unique reference number	EY390331
Inspection date	23/12/2009
Inspector	Jacqueline Patricia Walter

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 was registered in 2009. She lives with her husband and two children. They live in Weaving, Near Maidstone, in Kent. The setting is close to shops, parks and transportation links. Two bedrooms on the first floor and the whole of the ground floor of the childminders house, are used for childminding and there is an enclosed rear garden for outdoor play.

The childminder is registered to care for a maximum of four 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 five children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects and takes children to local schools.

She is a member of the National Childminding Association and holds a Level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, children are safe and secure. The childminder has a good knowledge of most of the children's individual needs, which ensures that most aspects of children's welfare are promoted appropriately. Although, she is not fully aware of the age group to which the EYFS applies she has good knowledge of how children learn and implements a clear assessment system that recognises the uniqueness of nearly all the children. As a result, she promotes well planned experiences in most areas of learning. This means, that most children are able to make appropriate progress towards the early learning goals. The partnership with parents and other settings contributes well overall, to ensuring that the needs of all children are met and almost all documentation is in place. The planning for improvement and self-evaluation is appropriate ensuring that some aspects for future development are identified and acted on. Resulting in a service that promotes suitable continuous improvement

What steps need to be taken to improve provision further?

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

- undertake sensitive observational assessment in order to plan to meet young children's needs for all the children in the early years age range (Organisation) 18/01/2010
- ensure a record of the address of every parent and carer is held (Documentation) (also applies to both 11/01/2010

parts of the Childcare Register).

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

- further develop the observational system to ensure all areas of learning are being assessed
- ensure the risk assessment of the premises identifies all hazards that children may come into contact with and are checked on a regular basis
- further develop a culture of self-evaluation and reflective practice in order to maintain continuous improvement in children's care and learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding children. She is fully aware of the signs and symptoms of abuse and is confident in following good procedures when concerns are raised with the children in her care. She has systems in place to record any items of concern and has emergency contact numbers easily available. She knows the children well and provides a welcoming environment in a child-friendly manner to provide enjoyable and challenging experiences. For example, in conjunction with the childminder's activity theme, a mobile of the planets are displayed along with posters of the solar system. Not all of the required documentation regarding the Early Years Foundation Stage is in place, confidentially maintained and stored appropriately. For example, a record is not held of all the parents addresses.

The childminder demonstrates through discussion an appropriate understanding of developing links with other settings that children attend and partnerships with parents are professional and friendly. She shares information on children's individual needs and development well and involves parents in the children's learning by talking to them about what the children are doing at home and sharing information on what they do in the setting in a daily diary. There are good systems in place overall to share information on the setting. For example, parents are able to take the policies home to read them, the childminder's planning is displayed and information on the EYFS is shared verbally when children start in the provision. The childminder demonstrates through discussion an appropriate understanding of inclusion. For example, special permission and advice is obtained from parents in order for some children to engage in activities with others, when the activity could possibly affect their health.

The childminder demonstrates some motivation regarding the need to evaluate and improve her provision. She self-evaluates some aspects of her provision, identifying weaknesses and making improvements, which in turn have successfully improved the children's development of self-esteem and skills in communication language and literacy. For example, a board has been recently fitted in the setting for children's work to be display upon and the children are now encouraged to find a label and store their shoes safely away. She works successfully with another provider in planning children's activities, which in turn, enables her to offer new

and exiting ideas for activities. In addition to this, she is in the process of introducing baseline and summative reports every four months, which enable both her and the parents to see clearly how children are progressing. As a result, this ensures some continuous improvement.

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

The childminder provides a friendly, welcoming environment that is organised effectively with some good positive steps taken both inside and outside the provision to safeguard children. For example, external doors are locked and their keys are kept on hooks nearby and safety gates are fitted on stairs and in doorways to ensure children are supervised in these areas. However, her risk assessment does not identify all hazards that children may come into contact with, particularly regarding some hazards that could occur on a daily basis. There are clear procedures implemented regarding the recording of children's accidents and appropriate policies are in place to ensure medication is administered safely. Children have very good opportunities to develop knowledge and understanding of the world and in healthy eating as a result of stimulating opportunities. For example, they enjoy first hand experiences of growing their own vegetables and are then able to prepare and then sample them. They participate in everyday good routines, such as washing their hands before meals and young children in particular are able to develop understanding of good hygiene through observing the childminder implementing good hygiene procedures, when preparing their meals or changing their nappies.

The childminder plans and provides a wide range of stimulating toys and activities, which are appropriate for the ages of the children she minds and takes account of their interests. For instance, children are able to develop their imagination and understanding by playing with small world trucks and diggers after observing the real life vehicles on a nearby building site. The childminder is not fully aware of the requirements of the EYFS. For example, she was not aware that the EYFS should be promoted with each child up until the end of the academic year in which they have their fifth birthday; as a consequence not all children within this age group are currently being assessed to support their overall development. She interacts and extends the learning of all children well. She allows them to make some decisions within the setting. As a result, they are confident in expressing their wants and needs, particularly when choosing their activities and toys. Communication language and literacy skills are promoted appropriately through planned story times and through the childminder using open ended questioning during the children's play. This in turn, encourages the children to focus and think, for example, children are asked to suggest what parts go where and are encouraged to see if vehicles roll better on a table or on the carpet. She has a good understanding of how to help children progress in their learning. For example, an introductory form is completed regarding the children, which enables her to ascertain starting points in their development appropriately, she regularly observes most children individually, recording what they can do and understand, linking these to areas of learning and then identifying possible lines of development. She then plans activities and resources that promote the desired

learning over a four month period, also using her knowledge of children's interests and likes when doing this planning. However, at present there are no monitoring systems in place to ensure that assessment covers all the areas of learning.

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	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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:

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 (Records to be kept) 11/01/2010

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 (Records to be kept) 11/01/2010