

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY364217         |
| <b>Inspection date</b>         | 08/09/2009       |
| <b>Inspector</b>               | Mary Van De Peer |
| <b>Type of setting</b>         | 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 2007. She lives with her children in Dartford, Kent. The whole ground floor area of the house is used for minding children. The toilet is located upstairs. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of five children at any one time, of whom two may be in the early years age group. She is currently caring for three children in the early years age group, as well as one school aged child. She is also able to support children with special needs and/or disabilities. The childminder walks to local schools to take and collect children. She attends local toddler groups. The childminder is a member of the National Childminding Association and receives support from the local authority. The childminder is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The childminder provides individual care for children. The environment is welcoming and child-friendly. Children are able to play freely. There is a range of activities and different experiences made available for them to enjoy. The use of reflective practice and self-evaluation processes are still in the development stage. This means that, currently, the areas for improvement are not being clearly identified. The required records are in place, for example, a register, accident information, medication administration and children's personal details. However, there are no written policies and procedures in place, including ones regarding Safeguarding children and complaints. Risk assessments are carried out but are not recorded effectively. The childminder is positive about the partnerships she is developing with parents. There is a contact book used to help keep parents informed of their children's progress and achievements.

## **What steps need to be taken to improve provision further?**

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

- further develop the use of reflective practice and self-evaluation, to identify the setting's strengths and priorities for development that will improve the quality of provision for all children (W4 Organisation)
- maintain a more detailed record of full risk assessments for the premises, environment and equipment and each type of outing, stating when they were carried out, the dates of reviews and any action taken following a review or incident (W5 Documentation)

## **The effectiveness of leadership and management of the early years provision**

The childminder organises/manages her provision in an appropriate manner. She takes positive steps to make sure she has important background information on the children she cares for. She is always present with minded children and interacts well with them whilst they play. Suitable safety equipment is available, for example, fire blanket and socket covers. Children are reminded about safety issues as they play, for example, walking up the stairs properly. Although details are not recorded, documentation indicates that the emergency evacuation procedure is practised on a regular basis. Children are learning how to keep themselves safe in certain situations. The childminder has a selection of toys available, which are stored at children's level and are age appropriate to meet the needs of the children being minded. The home is clean and welcoming and there is floor space available for children to move about freely.

The childminder has established a working relationship with parents. They regularly see the children's daily contact books and often make their own comments. Past parents have sent the childminder written letters and cards of thanks expressing their satisfaction with the care provided for their children. The childminder has not had the opportunity to develop partnerships with other carers, as current children do not attend any other provision. However, she is aware of the need to foster these when the situation arises. She has identified the need to improve her written English, so that there is better accessibility for parents, to the information about the childcare service she provides. Although this does not have a negative impact on the children's development, written information regarding policies, procedures and the outcomes for children is limited. The childminder has identified the areas where her current strengths lie, for example the fresh food she provides and the physical skills children are encouraged to develop.

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

Children show they feel safe and secure in the childminder's company. They choose and play with toys and resources available to them. They look to the childminder when they need help and guidance in their activity, for example, naming different colours. The children laugh and interact with her as she prompts them with the puzzle they are all assembling together on the floor. Appropriate health and hygiene routines are encouraged and all children know when they need to wash their hands. They are developing an early understanding of good personal care. This also helps to prevent the spread of infection. Fresh food is used in healthy meals and snacks provided by the childminder.

Children's social and communication skills are being promoted. There are some resources which include positive images of diversity. The childminder uses and teaches the children words from her first language, Cantonese. She also learns and repeats words from the children's own first language, if not English. Children attend local activity groups, which helps promote their physical skills. It also helps

them become more aware of the similarities and differences between people in our society. The experiences children enjoy are contributing towards helping them develop useful skills for their future learning and development.

## 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

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

### The effectiveness of leadership and management of the early years provision

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|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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            | 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:

- ensure a written statement, regarding the arrangements for Safeguarding Children, is in place 09/10/2009
- ensure the required written statement, regarding procedures for dealing with complaints, is in place 09/10/2009

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:

- please refer to the actions relating to registration on the compulsory part of the Childcare Register 09/10/2009