

## Inspection report for early years provision

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<b>Unique reference number</b>	EY382115
<b>Inspection date</b>	16/07/2009
<b>Inspector</b>	Freeda Wildon

<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.

## Description of the childminding

The childminder was registered in 2008. She lives with her husband and two children in a residential area of Ramsgate, Kent. The whole ground floor of the childminder's house is used for childminding and children use the cloakroom on the ground floor. There is a fully enclosed garden for outside play.

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 six children at any one time; of these, no more than three may be in the early years age group. The childminder is currently minding four children in the early years age group. She walks to local schools to take and collect children. The childminder attends the local toddler group.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has a sound knowledge of child development and uses the Practice Guidance for the Early Years Foundation Stage (EYFS) to plan a range of activities for the children. These are based on children's individual needs and their interests. All are welcome to the setting and their personal cultural and religious backgrounds are valued and respected. The system to review all aspects of the childminder's service through self-evaluation is not fully implemented. However, she is able to talk about areas for future development and the childminder shows commitment and willingness to attend future training.

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

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

- continue to develop the systems for observations and assessment to clearly identify and plan for the next steps in the children's learning and development
- continue to develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children

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

- keep written records of all medicines administered to children, and inform parents (Promoting good health)

26/07/2009

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

The childminder has a childcare qualification and is keen to develop her knowledge and skills, and to keep abreast with current guidance. For example, she is waiting to attend training in the near future for self-evaluation to help her improve her childminding practice. The childminder shares best practice with others in the local childminding network to help her improve outcomes for children. The childminder has recently attended safeguarding children training, she therefore has a good knowledge of child protection issues. This ensures children are safe and protected from harm. Her up-to-date first aid knowledge enables her to take appropriate action if a child is injured. Written risk assessments and daily visual checks ensure that children play in a safe environment. The childminder has plans in place to evacuate the premises in an emergency, however, she has not yet practised this with the children so they know how to leave the premises and learn to keep themselves safe.

The childminder has a range of policies and procedures in place to guide her childminding practice. These are available for parents to see in her childminding portfolio. Parents know how to make a complaint to Ofsted as a poster is displayed for them to see. Most of the required documentation is in place. Accidents are recorded and records shared with parents. Required parental permission is obtained, including prior written consent to administer medication. However, when the childminder administers medication she does not keep a record in her medication book and obtain parents' signature. This is a breach of requirements. The childminder recognises the importance of working in partnership with parents and carers. She provides them with detailed information in a daily contact book recording the children's care and welfare. Contracts are in place between childminder and parents detailing business arrangements, which ensures continuity of care. Parents' feedback is positive; they feel that their children are in safe hands and are provided with love and good care. The childminder feels she provides a flexible service for parents, taking their working patterns into consideration and offering extra days so they can meet their working commitments.

## **The quality and standards of the early years provision**

The play environment is organised so children can initiate their own play. They are confident about making decisions from a range of toys suitable for their stage of development. The childminder takes into account the differing needs of each individual and tailors the activities to each child's needs. The childminder adopts a flexible approach to children's learning. Her system for observation, assessments and planning children's next steps in learning is evolving. She acknowledges that this is an area she wishes to develop and intends to attend training to develop this side of her practice.

A healthy and balanced range of snacks are provided for children, supporting them to develop an awareness of food that is good for them. For example, children regularly enjoy fresh fruit and home cooked meals. They are learning about the importance of healthy lifestyles. They are able to access drinks to keep their bodies

hydrated. The childminder provides frequent opportunities for fresh air and exercise. For example, children visit the park and the local toddlers group, where they have opportunities to use large apparatus to develop their large muscle skills. When they are away from the home they learn about keeping themselves safe by the boundaries set by the childminder, such as holding on to the buggy. The childminder models good practice, for example, using the proper crossing when crossing the road. This helps to develop children's understanding of keeping themselves safe. The childminder encourages positive behaviour through the use of explanation and gentle reinforcement to ensure that harmonious relationships are developed. The childminder values each child and is respectful of their cultural background and beliefs. She provides some books that give children a balanced view of society but none that reflect disabilities. The childminder encourages children to share and take turns, which promotes their personal, social and emotional development.

Children enjoy a caring relationship with the childminder who is at hand to support and guide them in their chosen activities. The childminder is warm and attentive to the children's needs and they find her approachable. Children's imagination is fostered well. Children are copying the childminder and using their imagination. They pretend to take their babies for a walk, change their nappies and bathe them. When they put their babies to sleep they ask others in the room to be quiet, saying 'shush' so the babies are not disturbed. Children are learning about nature, and how flowers grow, and assist the childminder when watering the plants. Children develop good counting skills through a variety of activities and daily routines, such as counting the plates at mealtimes. The childminder talks to the children and reinforces their vocabulary through conversation and introducing new words. Younger children practise their manipulative skills as they operate the pretend electric drill, screwing and unscrewing nuts and bolts.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
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?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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