

## Inspection report for early years provision

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<b>Unique reference number</b>	956633
<b>Inspection date</b>	10/08/2009
<b>Inspector</b>	Cilla Rachel Mullane
<b>Type of setting</b>	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 has been registered since 1999. She works with another childminder, in the co-childminder's house. The co-childminder's husband and two adult sons live on the premises. The house is on a large housing estate in Ashford which is close to all local amenities. The ground floor of the house is used for childminding and there is a secure garden for outside play. The bathroom and toilet are upstairs.

The childminder is registered to care for six children aged under eight years, three of whom may be in the early years age range when she works alone, or six when her co-childminder is present. She is also registered on the compulsory and voluntary parts of the Childcare Register to care for children aged under eight years. They are currently caring for eight children in the early years age range on a part time basis.

The household has a cat.

The childminder takes children out regularly to local toddler groups and for walks.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder works in the home of her co-childminder so there are generally two adults caring for the children. Children enjoy their time with the childminder, who communicates with them skilfully and they take part in activities enthusiastically. She is not yet fully implementing the learning and development requirements of the Early Years Foundation Stage (EYFS) framework, but she uses her good knowledge of children's personalities and interests to provide activities which they learn from and enjoy. Relationships with parents are friendly and supportive, and they are well informed about their children's care and activities. The childminder is not yet using self-evaluation fully effectively to maintain continuous improvement, and has not fully addressed the recommendations from the last inspection, but has identified that she needs to update her knowledge of child protection issues, and has booked a training course to achieve this.

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

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

- develop the use of systematic observations and assessments of children's achievements, interests and learning styles in all areas of learning to plan challenging, relevant and motivating play experiences for each child indoors and out, across all areas of learning and development
- further promote children's personal, social and emotional development by increasing opportunities for them to act independently and develop self help skills

- ensure that parents are aware of the childminder's responsibilities towards safeguarding children
- ensure that policies and procedures, and information about the Early Years Foundation Stage are shared with parents
- 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 a record of the risk assessment, stating when it was carried out, by whom, date of review and any action taken following a review or incident  
(Safeguarding and promoting children's welfare)

01/09/2009

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

The childminding is organised to a satisfactory standard. The childminder works very effectively and consistently with her co-childminder, and their good teamwork helps them to meet children's needs. For example, children are safe and can move around freely when attending the toddler group, as one childminder supervises children indoors, while the other accompanies them in the garden. The childminder is led by what the children want to do, in between outings and mealtimes. Therefore, children are secure within a suitable routine and know what will happen next. Most of the documentation required for the effective running of the childminding service is maintained to a satisfactory standard. However, parents receive very little written information about policies and procedures.

The childminder evaluates her childminding service annually, using the Ofsted self-evaluation form and shows an awareness of the setting's strengths, such as maintaining supportive relationships with parents. However, self-evaluation is not yet used routinely to improve the quality of the childminding service. She has realised that she needs to learn more about the learning and development requirements of the EYFS and intends to seek training, which will contribute to her ability to use observations to help individual children make progress.

The childminder maintains positive relationships with parents. Parents have been asked to provide references with their comments on their children's care. They confirm that children's communication skills are well promoted, and that children are happy and sociable. They appreciate the caring nature and the reliability of the childminder. Children's achievements and activities are recorded in daily diaries for parents, so they are kept informed about relevant aspects of their children's care, such as how much lunch was eaten.

Children are adequately protected from harm and abuse because the childminder has sufficient information to hand to enable her to take action to protect the children in her care. However, parents are not informed of her responsibilities

towards protecting children. She has appropriately identified that she needs to update her knowledge and understanding of safeguarding issues and procedures by attending training. Children are further safeguarded because the childminder provides them with appropriate information regarding how to make a complaint.

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

Children in the early years age range make satisfactory progress towards the early learning goals in all areas of learning. The childminder is trying to familiarise herself with the EYFS learning and development requirements and the terminology. She is therefore not yet using observations of the children to full effect to plan activities tailored to their individual needs. However, she is able to describe children's progress and to provide activities which generally help all children to make progress.

Indoors, the childminder sets out a reasonable variety of toys and equipment daily, based on the interests of the children attending, such as matching games, cars and garage. Children are confident to ask for other toys and equipment to be brought out. For example, when they ask for see saws, these are promptly brought in from the garage. The range of toys at home is complemented by frequent outings to well resourced toddler groups, where they take part in a wide range of activities, helping them make progress in all areas of learning, such as making pizzas and growing carrots and potatoes. Children remember these activities with enthusiasm.

The childminder generally promotes children's personal, social and emotional development well. Children are very confident, enthusiastic, motivated and interested. For example, they are well supported on the challenging climbing equipment in the park, where the childminder allows children to persevere, while being ready to help. As a result children succeed, and are pleased with their achievements. Children are frequently praised, 'well done, you did it!', so their self-esteem is good and they are keen to please and behave well. The childminder points out consequences of actions, stating, for example, that if they walk on the teddies the other children will be sad. Therefore, children are learning that their actions have an effect on the feelings of others. They are forming firm friendships with one another, asking each other to join in their play. However, sometimes children's independence and the development of their social and self help skills are limited, because three year olds sit in highchairs to eat, and use potties and hand-wipes instead of going up to the bathroom to use the toilet and wash their hands. The childminder is especially skilled at interacting with children; they chat as they play, discussing what is happening at home, such as their Peppa Pig bed covers, increasing children's sense of belonging. Children are challenged during memory and matching games, they confidently discuss where they saw the card with the green shoes, and are really pleased to get one right: 'I got one!'

The childminder is careful regarding children's good health and safety. The childminder works in her colleague's home, she is vigilant and there are suitable safety precautions in place, such as stable doors at the foot of the stairs and the entrance to the kitchen. On outings, children are safe because the childminder

discusses road safety and takes equipment, such as a first aid kit and emergency phone numbers. However, the childminder does not keep a written dated record of risk assessments, which is a breach of the EYFS requirements. Children are helped to look after themselves when using the large climbing frame in the park; the childminder carefully explains to them where to put their feet to climb up it safely.

Children go out daily and benefit from being out in the fresh air during the long walk to toddler groups. They confidently use the high climbing frame in the park with guidance and reassurance from the childminder, and develop their large muscle groups stretching up to the next bars. Parents provide children's main meals, but the childminder gently encourages children to eat. As a result, children proudly announce that they have done well with their sandwich and the childminder reinforces the message that good food is important by confirming 'that's why you are big and strong'. Children are therefore learning that eating nutritious food is important.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
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?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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:

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) 01/09/2009

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:

- take action to safeguard children, as above (Arrangements for safeguarding children) 01/09/2009