

Inspection report for early years provision

Unique reference number	EY269445
Inspection date	15/09/2009
Inspector	Alison Weaver
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 2003. The childminder regularly works with assistants. She lives with her mother in a house in Hawkhurst near to shops, schools and parks. The whole of the ground floor and two bedrooms are used for childminding. There is a fully enclosed garden available for outside play. The childminder has two dogs. The childminder attends local carer and toddler groups on a regular basis.

The childminder is registered to care for a maximum of six 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 nine 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 Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children build good relationships with the childminder and as a result they are content and happy. The childminder provides appropriate challenges that enable individual children to make good progress in their learning and development. Their welfare needs are met well as the childminder ensures each child's safety, health and emotional well-being are promoted. She shows a commitment to the ongoing development of her provision to help improve outcomes for children.

What steps need to be taken to improve provision further?

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

- obtain written parental permission from all parents at the time of children's admission to the provision, for the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).
- 15/09/2009

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

- continue to develop the use of observations in the assessment system to help identify how individual children are making progress in each area of learning in order to plan for their continuing development.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of how to safeguard children in her care. She is fully aware of the need to report any possible cases of child abuse. She keeps her home secure and ensures that her assistants are suitable to be with children. However, she has failed to ensure that she has written parental permission to allow children to be left alone with her assistants for short periods of time. The childminder is now aware that there must be one person with a current paediatric first aid certificate on the premises at all times when children are present.

The childminder shows a good awareness of how to keep children safe and takes all the necessary precautions to minimise hazards in the home and on outings. She carries out effective risk assessments that are reviewed regularly. All other required documentation is in place and generally well maintained. However, a written parental consent for the seeking of emergency medical treatment or advice is missing for one child. This is a breach of the Early Years Foundation Stage legal requirements.

Overall, the partnership with parents and carers is effective as they have a good outline of her practices and procedures in the pack she gives them before their child starts. This includes information about her use of learning journals to record children's progress. The childminder uses daily diaries to communicate with parents and values their contributions. She has started to form effective links with other providers who share the education and care of children. The childminder works closely with parents, carers and agencies to provide an inclusive service for all children. She adapts activities so that every child can take part by working within their own capability. Where necessary she uses Makaton to communicate with children. The childminder ensures that she finds out about every child's home background, routines and individual needs so that she can help them settle and make progress. Resources are used well to support children's learning and development. The childminder recognises her strengths and has a realistic awareness of her weaknesses. She has identified areas for improvement and is taking steps to address them such as attending training and reviewing her use of the learning journals to ensure they suit her way of working and recording.

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

Children enjoy their time with the childminder. She creates a relaxed homely atmosphere where children freely and safely move around the premises. They develop their independence as they make their own choices from the safe and suitable toys and activities. The childminder takes into account children's individual likes and interests when providing toys for them. She ensures that she provides resources that she knows will stimulate the children and help them develop. For example, observing that a toddler is interested in the home entertainment equipment she decides that she will create a treasure basket with items that he

can explore. Older children enjoy the dinosaur construction set. They have fun creating different voices for each dinosaur and talking about what they like to eat.

The childminder interacts effectively with the children and promotes their learning as they play. She gives them a good level of care, support and attention. She regularly observes the children, although these observations are not all recorded in her assessment system in order to help her see how well every child is progressing in each area of learning. Every six weeks the childminder summarises each child's progress in their learning and development and identifies the next steps for them. The childminder regularly discusses children's records of progress with parents and encourages them to share their observations of what their child has achieved at home.

Babies and toddlers like to play with the shape sorters and toys that light up and make noises. They show curiosity as they look at their reflection in the bin and watch the rain outside. The childminder encourages their communication as she responds to their babbling and repeats words that they try to say. Older children talk confidently as they share their experiences with each other and with adults. Children play well together and learn to negotiate over who will have a toy. The childminder has appropriate methods for managing behaviour and the children benefit from her praise and encouragement.

Children's physical skills develop well as they have plenty of opportunities to play outside and go on outings to local parks. Very young children learn to crawl and pull themselves up on the furniture. The childminder promotes their fine motor skills as they start to use tools such as spoons for eating and crayons for mark making. Children have access to a variety of art and craft activities.

The childminder carries out good procedures to ensure that children stay in good health. Children develop good personal hygiene through the daily routines. They eat healthily and have easy access to drinks. Meal times are good social occasions with children and adults conversing together as they sit at the table. Children learn about what is good to eat when they visit the greengrocer and talk about the produce. The childminder does cooking activities with the children so that they learn to count, weigh and measure whilst they have fun making buns and pizzas.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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