

Inspection report for early years provision

| | |
|--------------------------------|------------|
| Unique reference number | EY298611 |
| Inspection date | 14/09/2009 |
| Inspector | Lisa Toole |

| | |
|------------------------|-------------|
| Type of setting | Childminder |
|------------------------|-------------|

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 2005. She lives with her two adult children and two children aged 14 and 12 years in a semi-detached house in Tunbridge Wells, Kent. The childminder uses the ground floor for childminding purposes and there is an enclosed rear garden available for outdoor play.

The childminder is registered on the Early Years Register and the Childcare Register. She is registered to care for a maximum of five children under eight at any one time of whom no more than three may be in the early years age range. She is currently minding six children in this age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a caring, comfortable environment for the children she minds and she acknowledges each child as unique with their own needs and interests. She has a satisfactory knowledge and understanding of her role and responsibilities; this is an area for further development. Children are making progress in their overall learning and development as they enjoy a varied range of activities both within the home and on outings to parks and local toddler groups. The childminder builds and maintains positive relationships with parents and shows some commitment to developing and improving her practice further, for the benefit of the children.

What steps need to be taken to improve provision further?

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

- maintain a record of full risk assessments for each type of outing and for the premises, environment and equipment, stating when they were carried out, the dates of reviews and any action taken following a review or incident (Suitable premises, environment and equipment) 14/10/2009
- implement written consent for emergency medical treatment for each child (Safeguarding and promoting children's welfare) 25/09/2009

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

- use systematic observations and assessments of children's achievements, interests and learning styles to plan relevant and motivating play experiences for each child
- develop her knowledge and understanding of the learning and development

- requirements of the Early Years Foundation Stage
- 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
- increase opportunities for children to learn about diversity and inclusion

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded because the childminder generally understands her role and responsibilities and ensures children are protected from any unvetted persons. She is aware of procedures to follow if she is concerned that a child may be at risk, as well as ensuring her home is safe and secure. She does not, however, maintain a record of risk assessments for outings or to show how she provides a safe environment for children in her care; this is a requirement of the Early Years Foundation Stage. She maintains records such as the accident and medication record appropriately and has written policies and procedures in place to support her practice. She does not have written consent to seek emergency medical treatment for each minded child, which is also a requirement. This has an impact on how she is able to tend to children's needs in the event of a serious accident or illness. The childminder maintains a current first aid certificate and discusses the individual health and care needs of each child to support her care and promote an inclusive environment for each child.

The childminder makes effective use of space and resources, supplementing this with daily outings for the children, as part of their overall learning and development. Children are able to make their own decisions about what they do and play with; they clearly enjoy running around and playing in the garden, which contributes to their healthy lifestyle.

The childminder has not undertaken any form of self-evaluation but demonstrates some commitment to improving her practice by seeking training for the Early Years Foundation Stage (EYFS). She does have a good partnership with parents, seeks their views about her provision and comments from parents are particularly positive. Her written policies and procedures are shared with parents so they fully understand how their children are cared for. She also offers parents daily feedback about their children's day and encourages parents to share information with her. She understands the need to work collaboratively with other settings children may attend in order to fully support their needs in the wider context.

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

Children enjoy their learning; they are confident, engage well with each other and the childminder. They are making progress in their overall development towards the early learning goals of the EYFS. Informal planning systems are in place, with children guiding the day-to-day play and learning environment because they are able to decide for themselves what they do. Children's communication and

language skills benefit from good support by the childminder and this contributes to their developing skills for the future. She spends plenty of time talking to the children, asking them questions and teaching them new words. Story times provide children with lovely opportunities to snuggle up close to the childminder, as they learn to develop an interest in the written word. Children's play experiences are supplemented through attendance at local toddler groups where they are able to socialise with their peers and participate in activities such as art and craft, singing and general free play. Currently children have rather limited opportunities to find out about the wider cultural world around them, in order to support their developing understanding of equality and diversity. They do learn about making a positive contribution and building positive relationships. This is reflected in how well the children behave and learn important messages about right and wrong.

The childminder, through discussion, is able to show that she knows the children well, is aware of their starting points and plans for their next steps for learning, discussing these with parents. She does not, however, use any formal systems for observation and assessment to plan relevant and motivating play experiences for each child. This is to fully identify and support their unique stages of development, taking account of their particular interests and needs.

Children are able to feel safe because of the childminder's caring, affectionate and consistent approach. Children's routines are followed from home, for consistency and continuity of care. They are able to rest and sleep according to their need and do so in a safe environment. The children learn important messages about safety as they use the swings and slide in the garden and describe a plastic home corner knife as dangerous while they play and pretend to cut up cake. On outings they learn about road safety, with the youngest children securely seated in a pushchair. Children enjoy a healthy lifestyle while in the care of the childminder. This is because they learn important messages about hygiene, eat and drink regularly and have plenty of fresh air and exercise.

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 | 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 | 2 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
|--|---|

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 | 3 |
| 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 |

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

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 14/10/2009

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:

- take action as specified in the early years section of the report 14/10/2009