

Inspection report for early years provision

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Inspection date	22/09/2009
Inspector	Cilla Rachel Mullane
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.

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Description of the childminding

The childminder has been registered since 1994. She lives with her husband and two grown up children in a village outside Canterbury. The whole of the ground floor of the property is used for childminding. There is a downstairs toilet. There is a fully enclosed garden available for outside play.

She is registered to provide care for three children in the early years age range. She is also registered on the compulsory and voluntary parts of the Childcare Register to look after children aged under eight years. She is currently caring for five children in the early years age range on a part-time basis.

The family has two dogs and two horses.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children in the Early Years Foundation Stage (EYFS) are happy and settled in the childminder's care, she gets to know them well, enjoys their company and celebrates their achievements, and helps them to feel safe and secure. The childminder is developing her knowledge and understanding of the EYFS learning and development requirements. She develops strong relationships with parents and carers, and respects their wishes for their children. The childminder has begun to identify areas which she needs to develop, which enables her to maintain continuous improvement. The recommendations raised at the last inspection have mostly been addressed.

What steps need to be taken to improve provision further?

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

- obtain parents' written permission to the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 20/10/2009
- keep a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 20/10/2009

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

- use systematic observations and assessments of children's achievements, interests and learning styles 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

- improve continuity of care by establishing links with other settings attended by minded children, and sharing information about activities and achievements
- provide parents with up to date information about the childminding service, policies and procedures, including information about the EYFS welfare and learning and development requirements
- 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

The effectiveness of leadership and management of the early years provision

The childminder manages her provision to a satisfactory standard. Most required documentation is maintained. The home is clean and welcoming, and there is plenty of free floor space available for children to move about freely. In addition, regular use is made of the large garden, where children ride bikes and bounce on the trampoline, and learn about the natural world. An adequate range of age appropriate toys and equipment is set out for the children on arrival, bearing in mind their preferences. Furthermore, children can select more from a suitable range in an adjacent room.

The childminder promotes equality and diversity by providing activities which are available to all children. She gets to know each child very well and carefully considers how she can meet their individual needs. All children and their families are treated with respect, which shows children the importance of treating people equally, and valuing everyone.

Children are adequately safeguarded because the childminder keeps information about child protection to hand for quick reference, so that she can act correctly if she has concerns about children's care. She has ensured that all adults in her household hold Criminal Record Bureau checks. The house and garden are safe places for children to play, as the childminder checks safety precautions daily. For example, she ensures that the garden gates are locked, and the stair gate is in place. However, she does not keep a written record of risk assessments, which is a breach of requirements. She keeps her first aid qualification up to date, so that she has the skills to care for children in the event of an accident, but she does not obtain parents' written permission to seek emergency medical treatment or advice, which, again, is a breach of requirements.

The childminder has just begun to evaluate her service, and she has a realistic general awareness of her strengths and weaknesses: she feels that she is able to communicate well with young children, and knows that she needs to improve her paperwork. She has started to identify areas for development, and planned appropriate action to improve outcomes for children: for example, she has booked training to help her use self-evaluation effectively.

The childminder develops positive and supportive relationships with parents. She ensures that she chats to parents daily in order to share information about

children's routines, activities and achievements. She uses information provided by parents about children's needs and routines carefully so that children feel welcome and settled, and parents know that their views are respected. Parents see basic information about the childminder's service, and policies and procedures, but these have not been updated to reflect the current early years framework. Parents have been shown her recent photographic observations of their children, and have been invited to comment: their remarks are appreciative. Where children attend other settings, such as pre-schools, the childminder has not yet assured continuity of care by finding out about their progress and activities.

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

Children in the EYFS make satisfactory progress towards the early learning goals because the childminder gets to know them well, and engages them in activities which they enjoy. The childminder has recently started to complete observational records on children. Some photographs and observations are linked to the areas of learning that are being covered. However, the childminder is not yet fully competent at identifying areas of learning, and she is not yet fully effectively using her observations to assess children's progress, to plan a range of activities that are tailored to their individual interests, and to plan for the next steps in their learning.

Children enjoy their time with the childminder. Their personal, social and emotional development is well promoted. She places an appropriate emphasis on helping them to feel emotionally secure, and therefore they are confident and ready to learn and join in. Children make good progress with their language development, as they chat with the childminder about their surroundings and activities. Children have plenty of opportunities to learn about nature and animals as they plant tomatoes and watch them grow, collect fallen apples, feed the horses, play football with the dogs and watch butterflies on the buddleia. Children enjoy helping with some household chores, practising and learning skills when they do so. For example, they help to peg out the washing, counting and sorting as they do so, which supports their mathematical understanding. Small children are starting to count as they bounce on the trampoline. Some planned activities offer children the chance to get messy, and be creative, such as painting and cooking.

The childminder's home is a safe place for children to play, as she checks health and safety precautions daily: for example, she checks that towels and handwash are available in the bathroom. Children are helped to learn how to keep themselves safe: toddlers know that they must go to the door in the event of a fire. Children feel safe with the childminder, and are happy to be cuddled while they wake up after a sleep, and to approach her to be held when feeling tired or insecure. The childminder offers children frequent praise, which builds their self-confidence, and encourages them to take part and attempt new activities. Very young children are starting to take responsibility for their own personal hygiene, washing their hands at appropriate times, cleaning their own noses, and taking soiled tissues to the bin.

Children are developing skills for the future. They have access to a small number

of programmable toys, and the childminder is good at including counting into everyday routines, such as hanging out the washing. Children are encouraged to develop communication skills, and the childminder models sharing, kindness and treating others with respect effectively.

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	3

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	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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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:	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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