

## Inspection report for early years provision

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<b>Unique reference number</b>	103583
<b>Inspection date</b>	06/11/2009
<b>Inspector</b>	Linda Margaret Nicholls

<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.

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 1988. Registration is for the Early Years Register and both the compulsory part and the voluntary part of the Childcare Register. Registration is for a maximum of six children under eight years; of these, not more than three may be under five years, and of these, not more than one may be under one year. When working with an assistant, a maximum of eight children may attend at any one time. Overnight care may be provided for two children aged from one year to under eight years.

The childminder lives with her husband and adult family in Strood, Kent. She is currently minding eleven children of whom seven are in the early years age range. None of these attend full time. There are local shops, parks, schools and pre-schools within walking distance. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outdoor play. The family have two rabbits, a guinea pig and fish.

The childminder is a member of the National Childminding Association and is a Community Childminder with the local childminding association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's learning and welfare needs are met. The childminder observes activities linked to the six areas of learning, but does not monitor or plan for children's next steps to learning. Clear and effective policies and procedures are available for parents information. However, children's safety is compromised because a record of risk assessments carried out is not maintained and this is a breach of requirements. Although there is no system of formal self-evaluation, the childminder does reflect on her practice and is proactive in identifying her training needs for the continuous development of the service she provides.

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

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

- conduct a risk assessment that identifies aspects of the environment that need to be checked on a regular basis, maintain a record of these particular aspects and when and by whom these have been checked, and review this at least once a year or more frequently where the need arises (also applies to both parts of the Child care Register) 04/12/2009
- ensure at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present and on outings at 04/12/2009

least one person has current paediatric first aid training approved by the local authority (also applied to both parts of the Childcare Register)

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

- continue to develop knowledge and understanding of the Early Years Foundation Stage learning requirements for the identification of the next steps of learning so that planning may support and extend children's individual progress

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

The childminder has a clear understanding of how to record and report any safeguarding child protection concerns she may have. Suitability checks and vetting procedures are followed and changes to adults living in her home have been reported to Ofsted. Parents are aware of the Local Safeguarding Children Board procedures and local contact numbers are accessible. However, children's safety is not totally secured. A record of risk assessments is not formally kept. This is a breach of requirements. Although the childminder has a current paediatric first aid certificate, her assistant has not completed her training to ensure children's total safety in the event of her caring for children for short periods. Visitors are identified and supervised. Emergency evacuation procedures are displayed and on file. These are practised with the children and recorded. An accurate register of children's attendance is maintained.

Individual records and documentation which provide all the necessary welfare information support the wellbeing of each child and are held securely. The childminder is effective in sharing relevant personal records with the parents, including any relating to accidents and medication administration. The childminder promotes equality and diversity for all children and works with families from a variety of cultures to ensure that boys and girls of all ages are provided with appropriate activities and experiences to develop positive relationships. The childminder understands her role with regard to supporting children with special educational needs and/or disabilities.

The childminder uses informal self-evaluation processes and reflective practice to identify some of the strengths and weaknesses in her provision. Further training needs have been identified. Since the last inspection the childminder has maintained confidentiality in the complaints record, informed Ofsted of changes to the adults living in her home and has started individual learning books for boys and girls in the early years age range that attend her provision. Resources are free standing and accessible to children. Specific toys are made available depending on the age and interests of the children present. The childminder has professional and flexible relationships with parents. She is building on contacts with nurseries and the local school so that children's learning may be supported and extended. There is a daily exchange of information between parents and the childminder. She has

not, however, sought parent information of children's achievements as starting points to her planning.

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

Children show they feel settled and at home in the spacious play area of the childminder's home. They are confident and make independent choices from the activities and resources provided. Clear observations are made for children's unique learning record. These indicate the areas of learning. However, starting points are not requested of parents and next steps to learning are not indicated to support individual planning for children's progress to the early learning goals. Children play imaginatively with dolls, ponies, aeroplanes and cars. They demonstrate their knowledge and understanding of the world as they fill the vehicles with the figures and fly or push them around the room. The ponies are 'going shopping' they say. Children explore natural and man-made materials to create items of craft work. They collect the twigs from the park for the hedgehogs quills and paint the polystyrene containers provided by the childminder for the body. They learn to use mark-making tools to decorate rocket fireworks to celebrate Bonfire Night. Children know their work is valued because it is displayed in the room before they take it home. Children learn to enjoy stories from books and DVDs provided by the childminder. She encourages the development of language with repeated questions and suggestions during their play, such as, asking what animals go on the pond and what the pigs on the farm enjoy doing. Children talk animatedly to each other as they move props and figures during their play. The childminder encourages them to count the number of items they are playing with and children problem solve as they organise the ponies into a row. Children get plenty of exercise during outside play and meet other children at community venues.

Children are learning how to keep themselves safe. The childminder has a statement that shows a clear understanding of the importance of positive strategies to support children's behaviour although she does have to use a firm tone and repeat instructions when children do not share resources or take turns during their play. Children practise the fire evacuation procedure so they know what to do in an emergency. They become aware of road safety during discussions as they travel to school or walk in the locality. Children develop social skills as they mix with older children on their return from school.

Children know to wash their hands after using the bathroom. However they are sufficiently independent in their hygiene routines as they cannot access tissues when they need them. Children learn about healthy food choices when offered a range of balanced meals and they experience new textures, tastes and smells with the introduction of foods of cultures from around the world. The childminder takes detailed information about any special dietary restrictions and works closely with parents to ensure children's individual dietary needs are met.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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:

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 (Suitable premises, environment and equipment, Qualifications, training, knowledge and skills) 04/12/2009

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 (Suitable premises, environment and equipment, Qualifications, training, knowledge and skills) 04/12/2009