

Inspection report for early years provision

Unique reference number	EY308074
Inspection date	17/12/2009
Inspector	Linda Patricia Coccia

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 was registered in 2005. She lives with her husband and two children aged six years and 13 years in Ramsgate, Kent. The ground floor of the childminder's home and the upstairs toilet is used for childminding and there is a fully enclosed garden for outside play. There is suitable access to the premises. The childminder is registered to care for a maximum of five children aged under eight years at any one time. She is able to care for up to three children in the early years age range. She is also registered on both the compulsory and voluntary parts of the Childcare Register. The childminder is currently minding five children between the ages of one year and six years, of whom four are within the Early Years Foundation Stage (EYFS). The childminder walks to local schools to take and collect children. She attends local parent/toddler groups and the local childminding group. The family has a pet cat. The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides good quality care for children. She is effective because she discusses all issues with parents fully and knows the children well. She is able to maintain continuous improvement by using information from the mentoring programme she is attending which helps her to identify areas for review.

What steps need to be taken to improve provision further?

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

- develop the assessment aspects of the children's developmental records and highlight children's achievements and or next steps. Develop the planning aspects of the record so that each child is individually catered for.

The effectiveness of leadership and management of the early years provision

The childminder has organised her paperwork to ensure she is able to regularly review and maintain the required records easily. Her accident, medication and incident records are well maintained and contain full details. Each entry is signed by parents. Her attendance record clearly shows children's arrival and departure times. She has a good understanding of child protection issues and her safeguarding policy includes all the areas which help to keep children safe. For example, all the adults in the household hold current Criminal Record Bureau clearance checks. She has ensured that her first aid certificate is up-to-date and her public liability and motor insurance certificates are current. She has used information gathered whilst completing her National Vocational Qualification level III to help her improve aspects of her service, such as her partnership with parents

and developing flexible routines for the children. She uses a good range of safety equipment on the premises and has made additional adjustments to her staircase to further ensure children's safety. Toys and activities are of good quality and varied. The childminder regularly carries out a risk assessment on her premises and the toys. She also risk assesses any venue she visits with the children. This is in line with the requirements. The childminder has begun to evaluate her service. She has used parents comments and help provided by her NCMA mentor.

The childminder operates a fully inclusive service which is open to all children. She has regard to their religious and cultural backgrounds and provides a range of toys and books which help them to value each other's differences. Lots of information is initially gathered from parents who provide written permission for a variety of individual care issues, such as, seeking emergency medical treatment, the use of sun creams and taking photographs. The childminder respects parents individual choices. The childminder works closely with those agencies which help children to progress or provide individual health care. For example, the speech therapist. The childminder provides lots of written information for parents. They receive copies of all her policies and procedures and know how to make a complaint from the Ofsted posters displayed in the hallway. She provides good support for parents when they have concerns about their children, such as, when there are behaviour issues or when children are toilet training. Together they work closely to provide consistency of care for children.

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

Children have an enjoyable time with the childminder. They arrive happy and parents report the children don't want to go home. They voluntarily offer hugs to the childminder which shows they feel safe and comfortable with her. Children achieve well because the childminder provides a wide range of activities both at her home and she takes children to attend other activities within the local community. Children enjoy books and participate well in telling the stories. They sing songs and actively converse with the childminder and their peers. The youngest children babble in baby talk. Children operate push button toys competently and wiggle and dance in time to the music they create. They participate in lots of craft activities and have made numerous items for Christmas which they are giving to their parents. Craft mediums are varied. Glitter, tissue, paint and such like. Children accompany the childminder to the local toddler group where they use larger physical play equipment. Depending on the weather the children spend a lot of time on the beach and at the local park. The childminder carries out observations on each child. She is compiling development records on each child. The written records are still being developed and currently do not include assessment of the observations nor do they contain much information about the children's next steps or future planning. However, because the childminder knows them well she is able to explain how she helps children to learn and develop their skills. She plans activities for each individual child. Children are making good progress towards the early learning goals.

The children are encouraged to adopt a healthy lifestyle. The childminder

discusses all aspects of their diet with their parents who provide all their food and drink. The childminder supplements their diet when necessary with additional fruit. Children's individual requirements are met. Children also learn about the rules to help keep them safe, such as, using toys appropriately, practising road safety when out with the childminder and practising the emergency evacuation procedures regularly. Children also learn to be kind to each other and have regard for each other's feelings. Children develop social skills.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met