

Inspection report for early years provision

Unique reference number	EY315853
Inspection date	16/12/2009
Inspector	Susan Jennifer Scott
Type of setting	Childminder

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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

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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 2005. She lives with her husband and two children, one is of school age, in Warden Bay on the Isle of Sheppey, Kent. The ground floor of the childminder's house is used for childminding although the upstairs bedrooms and bathroom are used. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time, three of these may be in the early years age group. She is not registered to provide overnight care. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder currently minds a total of three children, two are in the early years age group. All the children attend on a part time basis.

The childminder walks and drives to local schools and pre-schools to take and collect children. The childminder regularly attends a local social group with the children. The childminder welcomes children with special educational needs and/or disabilities. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children receive a good service which is adapted to meet their individual needs. They are safe and secure at all times and the childminder promotes all aspects of their welfare with success. Children benefit from the effective implementation of policies and procedures which support positive relationships with parents. The childminder's partnership with other providers ensures that all children make good progress, given their age, ability and starting points. Children enjoy their time with the childminder because she enables them to develop and learn successfully. The childminder has started to evaluate her service and identify how she intends to develop and promote the welfare of all the children further.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment covers everything with which a child may come in contact, such as the temperature of the radiators
- introduce a self-evaluation system that helps to identify the strengths of the setting and the areas for improvement
- develop systems to incorporate contributions from parents into children's records

The effectiveness of leadership and management of the early years provision

Children's care and learning is effectively promoted because the childminder has spent time familiarising herself with the Early Years Foundation Stage. She has a clear understanding of her responsibilities to safeguard children's welfare. Positive partnerships with parents and good procedures to share information with others safeguard all the children who are cared for. Children are protected by the childminder's supervision, well understood procedures and safety measures. However, the risk assessments records have not included the hall radiator which can be hot, although this hazard was immediately made safe when it was noticed. The childminder has developed a variety of clear and informative procedures, including those for lost or missing children and ensures that children are safeguarded through the procedures she uses concerning emergencies, medication administration and accidents. The childminder ensures resources are available for all children and that these are plentiful enough to interest them and provide them with sufficient choices.

The childminder is completing a level three qualification in early years care and education, and uses this to good effect so that children derive benefits from her expertise. She holds a valid first aid certificate, enabling her to provide appropriate first aid treatment for children in her care. She has gathered a variety of information for reference and attended training which helps to ensure her knowledge is current. The childminder is committed to providing a good quality service through ongoing training and building upon the expressed views of parents. She is keen to develop ways of encouraging parental contributions to her service and is considering developing a questionnaire to achieve this. The childminder continuously develops her practice by researching relevant information, such as information about topics that can support her work with children and uses this to enable her to deliver an enjoyable and interesting experience for all children. She has not developed a system to evaluate and monitor the service she offers to families and their children, although she has improved many aspects of her service. For example, since the previous inspection the childminder has included information in her written service statement regarding child protection and complaints and she shares this information with parents.

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

The childminder provides appealing activities that interest children and ensures that she provides play and resources that reflect their preferences and interest them. Children experience stimulating and challenging play and learning through the varied well planned activities. For example, they enjoyed learning about the first man on the moon by celebrating the anniversary of this event. They also learned about the Olympics, medals, flags and learned about China. The childminder skilfully encourages their ideas and interests through discussions and practical activities that are very appropriate to their development. Children have

grown flowers and vegetables so they can learn about food, their health and knowledge of nature and the world. The childminder has developed a very good system to record information that notes their development and identifies their next steps in the children's learning. This allows her to plan and prioritise experiences that enable them to progress in all areas of their development. The childminder conducts regular reviews to track the development of individual children, using the Practice Guidance for the Foundation Stage. She successfully ensures that activities consistently cover all aspects in each area of learning so that she maintains a complete record of developmental progress for each child.

Children are kept safe in the home and garden through the good supervision of the childminder. Older children discuss hazards, such as traffic and are encouraged to learn how to behave safely when they go out. They have frequent and regular access to the garden and enjoy daily outings, mostly to local groups for adults and children. The outings have been risk assessed though the use of a risk assessment that is regularly reviewed.

The childminder helps children understand how to nurture their health through her explanations that provide clear and positive support for healthy lifestyles. This results in the toddlers learning hygienic routines. For instance, when they have used the toilet or are about to eat their snack children understand that they have to wash their hands, which effectively promotes their independence and a sense of responsibility. Children learn how to respond kindly to each other through the clear instructions and good explanations given by the childminder.

Children benefit from the childminder's skilful participation in their play and her praise and her acknowledgment of their skills. They enjoy learning and even very young children like to share what they have done; for example, by talking to the inspector about their activities. This shows children are confident and are stimulated by the activities. Children's understanding is further supported by the childminder's good comments and questions to encourage their communication skills. For example, the childminder extends the thinking of children who play with the farm animals by asking what sounds they make.

Children are encouraged to be active learners and use resources in many ways; for instance, the childminder extends their creative skills by enabling them to paint, to colour, to cut and glue, making a variety of items. Children enjoy using varied craft materials and the childminder uses the resources well to extend their understanding and thinking skills, such as making flags and medals for countries using an Olympic theme. They enjoy making cakes and feeling a sense of achievement at the result of their efforts. The childminder discusses children's use of the construction resources, and children develop their mathematical skills through encouragement to talk about shapes, size and colours when they use Lego and puzzles.

Children develop their ability to make choices in their play and during routines as they can access the resources from those made available and the childminder rotates these on a daily basis to ensure their interest is nurtured. They enjoy singing rhymes and sharing books and are encouraged to learn about letter sounds and spelling when this is appropriate for their development.

The children have eaten vegetables they have grown to help them understand what a healthy lifestyle is. They enjoy a variety of outdoor, physical activities, walking to schools and visiting various places such as the beach. This enables them to develop their understanding of nature and the locality. Children have very good opportunities to build upon their social skills as there are several children of differing ages who are cared for by the childminder.

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

The quality of the provision in the Early Years Foundation Stage	2
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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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