

Inspection report for early years provision

Unique reference number EY350513
Inspection date 15/10/2009
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2007. She lives with her husband and three children on an estate in Sittingbourne. The whole ground floor area of the house is used for minding children, and there is a downstairs toilet. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years, of these, not more than one may be in the early years age group, and none may be under one year at any one time. She is currently minding seven children on a part-time basis, one of whom is in the early years age range. Overnight care for children is not provided. The childminder drives to local schools to take and collect children. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The family has two cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is developing her knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage (EYFS) and is in the very early stages of planning activities based on her knowledge of individual children's interests and abilities. The documentation which supports her childminding is well organised and clear. The childminder has started to evaluate her practice and has made some improvements as a result, but her use of self evaluation has yet to make a significant impact on outcomes for children. She has begun to address the actions and recommendations from the last inspection, but some of these remain as recommendations.

What steps need to be taken to improve provision further?

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
- ensure that hand washing procedures effectively minimise the spread of infection between children
- continue to increase the range of toys and equipment to meet the developmental needs of children in 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
- Ensure that policies and procedures accurately reflect childminding practice

The effectiveness of leadership and management of the early years provision

The childminding service is managed to a satisfactory standard. All the required documentation which supports the childminding is in place, and clearly maintained. She has updated her first aid qualification within the correct timescale.

The childminder is keen to improve her service, and has made some changes since her last inspection which have a positive impact on the children. She has just started to evaluate her childminding service, and has so far identified a few areas where she feels she needs to improve or develop. The changes she has made have had a positive effect on the care of the children. For example, she has cleaned and decorated the downstairs toilet to improve hygiene, and has put up small notice boards to display information for parents and children. Her plans for the future are well targeted; she is aware that she needs to develop and establish ways of planning for individual children, and intends to increase her range of toys.

Parents are told about their child's day during daily chats, and via contact books with details of food eaten and activities. They provide information about their children's individual needs, such as when and where they sleep, so that the childminder is able to make sure these needs are met. She obtains parents' written permission for relevant aspects of children's care, such as outings, so the childminder cares for children according to their wishes. Parents are shown the childminder's policies and procedures, so that they are made aware of how the setting is organised, and the childminder's views on subjects such as behaviour management. Although the childminder has used those of a local childminding organisation, she has adapted them so that they reflect her own practice. However, some still contain irrelevant or incorrect information, which is unhelpful for parents. Parents chat to the childminder daily, and in addition she notes down information about their day, such as activities, food and outings, in a contact book, keeping parents informed.

The childminder has a child protection policy to guide her should she have concerns about children in her care. In addition, she has attended training to keep her knowledge of safeguarding up to date.

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

The childminder has recently resumed childminding following maternity leave, and has just begun to consider the learning and development requirements of the EYFS. She is not yet fully conversant with the areas of learning, and keeps the guidance to hand for reference. Folders are prepared for children in the early years age range, and the childminder is letting new children settle and gain confidence before starting to record her observations and link them to the areas of learning. She then intends to look at what they can do and what interests them, and plan activities to help them make progress, tailored to their individual needs. She has a

satisfactory understanding of each child's development; for example, if children are starting to gain confidence speaking, she helps them to repeat words after her, and praises their efforts. When children show an interest in toys or activities, she makes sure these are available, so that children can learn from activities which they enjoy. However, there is not yet a clear system in place to note children's interests and use these to inform future planning. Therefore, the system for planning to meet individual children's needs is evolving, and there are not yet clear records for children showing their progress.

The childminder's house is welcoming to children. They have easy access to a small basic range of toys and equipment, and can make choices from labelled drawers. They can therefore play with resources which they enjoy. The childminder is increasing the availability of art and craft resources and activities so that she can offer them regularly, as children cannot access resources freely. The childminder appropriately feels it is important to promote new children's personal, social and emotional development, so that they are settled, confident and ready to learn. She therefore lets them choose what they want to play with, and is available for hugs and stories. Children make choices as they play; the childminder offers activities such as stories or drawing, and provides what the children want. Resources and activities promote the areas of learning to a satisfactory extent. Children and the childminder chat about the different coloured nets when playing with 'Elefun' and count how many different coloured butterflies they catch. As they stick feathers and shapes to paper, they talk about star shapes and circles, and concentrate and persevere when applying the glue. Opportunities to take part in messy play, such as painting and sand play, are mostly available in the garden in the summer. The childminder is trying to find a local parent and toddler group where children who attend on specific days can access a wider range of messy play. Walks in the local area, for example, to feed the ducks, allow children to look at the natural world, and other childminders visit with children, so they meet other people in a safe environment.

The childminder offers children plenty of praise; small children beam with pleasure when they are told 'well done' for catching butterflies blown from the 'Elefun'. This builds their self esteem and gives them confidence to try new things. They learn to share and take turns during activities such as drawing and sticking, when they share crayons and stickers.

Children feel safe in the childminder's home. They lie on the floor to relax and watch the television, select chosen toys from the drawers, and join in activities provided. The childminder checks the areas used by the children on a daily basis, so children can move around and play safely. She has taken her car to a specialist to ensure that her car seats are fitted correctly. When outside the home, children are encouraged to hold the buggy, or are kept safe by the use of wrist straps. The childminder carries a book with children's contact details and parents' permission for her to seek emergency medical treatment if necessary, so children would be safe in an emergency. She keeps her first aid qualification up to date, and has a first aid manual to hand for reference, so she has the knowledge to care for children in an emergency.

The childminder is careful to wash her hands, and those of the children, after

nappy changing and at other appropriate times, teaching the children good personal habits. However, all children and adults share a towel; although this is changed daily, this has the potential to spread germs and infection. Snacks which are mostly healthy are provided for the children, and the childminder respects what parents want their children to eat. They enjoy ham, cheese or jam sandwiches, and eat grapes and banana enthusiastically, making mostly healthy choices. Opportunities for physical activity are provided during trips to soft play areas, and children use the trampoline, bikes and playhouse in the garden in good weather, getting the benefit of playing in the fresh air.

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

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