

Inspection report for early years provision

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Inspection date	06/10/2009
Inspector	Lisa Toole
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.

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 registered in 2002. She lives with her two children aged nine and six years in a house in Pembury, Kent. The childminder uses mainly the ground floor for childminding purposes, including a dedicated playroom, and there is an enclosed rear garden available for outdoor play.

The childminder is registered on the Early Years Register and the Childcare Register. She is registered to care for a maximum of five children under eight years of whom no more than three children may be in the early years age group. She is currently caring for four children in this age group. She also cares for children aged over five years. The family has a cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The needs of all children are being routinely met, in a child-friendly, caring environment. Each child is positively acknowledged as an individual and they are making satisfactory progress with their overall learning and development in the Early Years Foundation Stage (EYFS). The childminder does not have all mandatory documentation in place, and her systems for observation, assessment and planning are in their infancy. She demonstrates a positive commitment to continuous improvement, by obtaining a professional home childcare qualification in order to develop her knowledge and skills and, in turn, improve outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that all mandatory documentation is in place, relating to emergency medical consent and the register of attendance (Documentation) 16/10/2009
- maintain a record of full risk assessments for each type of outing, stating when they were carried out, the dates of reviews and any action taken following a review or incident (Documentation) 31/10/2009

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

- develop the systems for planning to clearly show how children's learning and development is supported across all areas of learning and how their next steps for learning feed into the planning
- further develop systems for observation and assessment, including establishing children's starting points for learning
- develop partnerships in the wider context, in relation to other settings that

the children attend to further support children's individual needs.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded because the childminder has a satisfactory understanding of her role and responsibilities. She is aware of procedures to follow if she is concerned that a child may be at risk of abuse, as well as ensuring her home is safe and secure. Her equipment is well maintained to enable the children to play safely. She does not, however, maintain a record of risk assessments for the many outings she undertakes with the children; this is a requirement of the Early Years Foundation Stage. She maintains records, such as the accident and medication record, appropriately but does not have written consent to seek emergency medical treatment for each minded child, which is also a requirement. This has an impact on how she is able to tend to children's needs in the event of a serious accident or illness. The childminder maintains a current first aid certificate and discusses the individual health and care needs of each child to support her care and promote an inclusive environment for each child.

The childminder demonstrates a willingness to enhance her provision and opportunities for the children in her care. These include the introduction of new assessment systems to monitor the children's progress and identify their next steps for learning. She undertakes training to increase her knowledge of childcare and early learning, and has made initial attempts at self evaluation to identify areas for further development. She highly values working with the parents as partners in their children's care and education; this is reflected in the positive comments they make about her practice and in the care of their children. She spends time during initial settling visits finding out about the child's likes, needs, and parents' wishes; she then ensures they are kept informed about their child's day, through verbal and written feedback. The childminder is aware of any other childcare settings that the children attend but has not yet formed partnerships with them, to support the collaborative care of the children.

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

Children are making progress in their overall development towards the early learning goals of the EYFS, and are active participants in their development and play. Informal planning systems are in place, with children guiding the day-to-day play and learning environment because they are able to decide for themselves what they do. They also benefit from going on many outings to farms, museums, parks and play centres around the local community. These outings provide them with worthwhile opportunities to learn about living things in the world around them, socialise, have fresh air and exercise and have plenty of fun. The childminder provides the children with a dedicated play room, where their art work is displayed, fostering a sense of belonging for the children and showing them that their efforts are valued. She is caring, attentive and encourages learning through play. As part of developing practice, she has made props to use with a popular

story, helping engage and captivate the children's interest. This also supports their developing communication, language and literacy skills and numeracy skills as they count the pieces of food in the story. Cooking activities also enable the children to learn about concepts such as more and less, heavy and light as they make cakes. These kinds of activities, along with access to technology equipment, support children's developing skills for the future. The childminder observes the children's overall learning and development, to assess their progress. The systems for this are limited at present and do not clearly show how the children's starting capabilities or next steps for learning are clearly identified and used to inform future planning. This is to ensure that what the children do reflects their current stages of development, interests and learning needs.

Children demonstrate that they feel safe and happy in the childminder's care, approaching her for reassurance and enjoying playing together. This is supported by the parents' views. Children behave very well, learn important messages about respect, right and wrong and being part of an inclusive environment. Equality and diversity is promoted to a satisfactory level because the childminder teaches children about the wider social world and supports children with any special educational need and/or disability. The children are able to develop a sense of staying safe through direction and support by the childminder, as they learn rules about how to use equipment, such as the trampoline in the garden, and about road safety on outings. On trips to places, such as farms, children learn about the need for meticulous hand washing, as part of a healthy lifestyle. The childminder's home is clean and well maintained and she has good systems in place to reduce risks of cross infection. Children's dietary and health needs are clearly understood; children eat a healthy diet while in her care, and have easy access to fresh drinking water as part of their healthy lifestyle.

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	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	2
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 in relation to the register of attendance 16/10/2009

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 compulsory part of the Childcare Register section of the report in relation to the register of attendance 16/10/2009