

Inspection report for early years provision

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Inspection date	03/11/2009
Inspector	Sue Taylor
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 was registered in 2009. She lives with her husband and two children aged 16 months and three years in Tunbridge Wells close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, with the ground floor being the main play area. The bathroom is on the first floor. There is an enclosed garden for outdoor play. The family have a fish tank with fish.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age range. The childminder is currently minding two children in this age group, one of whom is at school full time. She also offers care to children aged over five years and is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder may care for two children overnight, of whom only one may be in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, the childminder supports the care needs of individual children. However, their learning and development is not effectively monitored to ensure good progress is made. The childminder is aware of the areas in which she needs to improve. Partnerships with parents and other providers of the Early Years Foundation Stage (EYFS) are developing to help ensure children's welfare and progress are supported. This is the childminder's first inspection since registration and she demonstrates a capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop a process to show that individual children's progress towards the early learning goals is effectively monitored to ensure a balance across the six areas of learning and aspects
- develop current systems to show how observations on individual children are evaluated and used to identify and note children's next steps in their learning and development. Show how these are used in planning for children's progress to the early learning goals. Share these with parents and/or other providers as appropriate, encouraging their contribution to the assessment process
- ensure that the fire blanket is easily accessible
- ensure that the record of attendance is accurate at all times.

The effectiveness of leadership and management of the early years provision

The childminder ensures her home is safe for children to play in by minimising potential risks. She supervises children well, both in the home and when out and about. In general the fire safety requirements are met, however, although there is a fire blanket it is not easily accessible when needed. The risk assessment record notes how children are kept safe, for example with a safety gate at the stairs and kitchen entrance. The childminder has a suitable understanding of her role and responsibilities with regards to child protection. The written policies and procedures shared with parents include those for safeguarding children, behaviour management, equal opportunities and complaints. As a result, they are made aware of the childminder's practices and relevant detail is shared. The recording systems in place help ensure children's individual welfare and care needs are obtained, respected and met. The record of attendance is not accurate as the childminder records times of arrival and departure in advance.

The childminder provides children with a balanced and healthy diet. By ensuring children make regular use of the hand-washing facilities the childminder helps prevent the spread of infections. The childminder takes care to obtain all relevant detail from parents relating to children's welfare needs. This enables her to effectively meet any individual physical care needs. Children make choices about their play and activities, with age appropriate resources available.

The childminder has begun to complete the Ofsted self-evaluation form, beginning to note areas for improvement. One of these areas is to develop the assessment process supporting children's progress in their learning. As a result of her self-evaluation she has identified a need for further training. Observations are being made on the children as they play and help the childminder learn their likes and dislikes, gaining a picture of the child as an individual. The childminder has the children for very short periods of time but has recorded some observations. However, she has not linked these to the EYFS nor are individual next steps identified or planned for. As a result, it is difficult to see how well children are progressing or for the childminder to ensure that there is a balance across the areas of learning.

The childminder verbally shares with parents how their child has spent the day. However, the detail relating to the learning and development requirements is limited, meaning parents are given little information about their child's progress towards the early learning goals. In addition, they are not actively encouraged to be involved in their child's learning. The childminder is aware of the importance in liaising with other EYFS providers involved with the children she cares for. The childminder has evaluated her provision and is aware that she has areas to develop, to bring about further improvement.

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

The developing relationships between the childminder, her family, the minded children and their parents' help children settle quickly, feel safe and comfortable. As the childminder knows them as individuals their care needs are met well. Children are learning to keep themselves safe, for example, the childminder has taught them the Stop, Drop and Roll procedure in the event of a fire. They are aware of good hygiene practices as they go to wash their hands before eating. In addition to a healthy snack and meal, they have easy access to their drinks, helping them to control their own thirst needs.

Consistent expectations of positive behaviour from the childminder helps children learn the home rules and respond appropriately. The childminder is very aware of the benefits in providing descriptive praise with children to aid good behaviour and to help the child gain positive self-esteem. A sense of belonging is created as children ask for their pictures to be displayed on the wall alongside those of the childminder's own child.

Children are encouraged to make choices about their play or activity. A range of play resources are available in the lounge, however the storage of these mean that they are not always freely accessible by children. There are some toys and activities that help children gain an awareness of the wider world, although these are limited. Children are encouraged to observe the environment around them, stopping to smell plants on nature walks or note the different colours of the flowers. Children's communication skills are supported with the childminder asking open questions and extending children's response. The learning of numbers and letter sounds is recognised as important and the childminder encourages children to practise writing their name. Overall, children's learning and development is supported but there is little evidence to show the progress they are making towards the early learning goals.

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	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:

- include the process to be followed in the event of allegations being made against any household members in the safeguarding policy (Arrangements for Safeguarding Children). 13/11/2009

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:

- include the process to be followed in the event of allegations being made against any household members in the safeguarding policy (Arrangements for Safeguarding Children). 13/11/2009