

Inspection report for early years provision

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| Unique reference number | EY395230 |
| Inspection date | 26/01/2010 |
| Inspector | Janette Mary White |
| 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 2009. She lives with her partner and three children in Hoo, Rochester, Kent. All areas of the property are used for childminding. The upstairs rooms can only be accessed by using the stairs. The childminder drives to local schools to take and collect children. The childminder attends the local parent and toddler group. The family have two kittens.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently caring for two children in this age group. She also offers care to children aged over eight years to 11 years. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has an understanding of how to support children's welfare and learning in the Early Years Foundation Stage. Overall she has some procedures in place to promote their well-being. Children seek reassurance and comfort from the childminder. They play with toys and resources, some of which reflects the world around them. Parents are kept verbally informed of the children's daily activities. The childminder has built links with schools and she values the contributions from parents and other settings. She has the capacity to develop and build upon her continuous improvements for her future practice.

What steps need to be taken to improve provision further?

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

- carry out a risk assessment for each type of outing and review it before embarking on each specific outing. (Safeguarding and promoting children's welfare) 09/02/2010

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

- improve the safeguarding child protection policy ensuring it contains information regarding the relevant agencies and complies with Local Safeguarding Children Boards to make sure this is implemented effectively
- improve the record of the risk assessment inside the home and in the garden
- continue to develop the use of ongoing observational assessment and match observations to the expectations of the early learning goals to inform planning for each child's next stage of progress and development.

The effectiveness of leadership and management of the early years provision

The childminder has a sufficient knowledge and understanding of safeguarding children including the signs and symptoms of abuse, although, her child protection policy is not clear enough regarding the relevant agencies to be contacted in order to make sure it complies with Local Safeguarding Children Boards. She has a sound knowledge of her policies and procedures, such as lost or uncollected children. The childminder conducts and has noted some basic details for a risk assessment within the home environment and the outdoor area. She has made alterations to most of the risks identified at the previous inspection, although the garden is not secure. The childminder explains that children are taken on outings, but she has not carried out a risk assessment for each type of outing. Consequently, there are no details of how children are kept safe whilst on outings. The childminder has a first aid certificate ensuring appropriate first aid treatment is given to the children. A first aid box is available within the home and some basic supplies are taken on outings, although essential information is not always readily available.

Equality and diversity is considered and the childminder describes how she discusses and records details of the child's background needs, such as religion and language spoken at home. She supports each family according to their circumstances and all children are valued as individuals. This means they are not disadvantaged and treated with equal concern. The childminder is continuing to establish systems for self-evaluation and describes areas for continuous improvement, such as attending courses to keep up-to-date with current child care practices. For example, extending her knowledge of observations, assessments and planning. She is aware of her strengths and has noted areas to re-assess further. The childminder works together with the parents. They mention that the childminder communicates with the school to support the children's learning. In addition, they are pleased with the creative activities and mention their children are happy to be with the childminder. The childminder explains her behaviour management strategies by giving positive examples of how she deals with a variety of different situations. She records details of any accidents and parents are given a copy. There is a system to record medication and existing injuries. Children who are ill do not attend which ensures the risk of cross-infection is reduced.

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

Children play with a reasonable selection of resources including some positive images reflecting diversity. They are supported when making decisions, such as choosing bricks or a large push-a-long truck. However, the storage of resources does not support their independence or self-help skills. Children are developing new skills and learn at their own pace because activities are adapted to suit each child. The childminder is still establishing her system to record children's observations. She provides a basic range of activities covering most of the early learning goals. However, observations are not linked to the early learning goals

and the next stage of the child's development is not planned for. As a result, evidence from the children's records show they take part in a number of activities which supports some areas of their learning in the Early Years Foundation Stage. Parents discuss and provide information about the general routine of the child, their likes and interests. However, the child's capabilities and starting points are not sufficiently used in planning a balance of activities. Through discussions the childminder describes how she helps the children to consider their safety. For example, how they cross roads safely or take part in fire evacuation drills.

The childminder supports children as they achieve to their own satisfaction, such as choosing resources for role play. Children are taking the dolls in their prams for a walk to the shops. They continue the role play by using a castle as their home and pretend to cook dinner. Parents are kept informed of the activities through verbal discussion. The childminder describes how she discusses with the children the simple house rules and how the older children have produced a poster which helps them know what is acceptable. Children are beginning to learn about their boundaries as the childminder explains the dangers of climbing on the furniture. Children say they might fall and hurt themselves. The childminder ensures children wash their hands after wiping their nose or toileting. She provides paper towels reducing the risk of cross-infection. All work surfaces are cleaned with an anti-bacterial spray before food preparation. The childminder regularly offers drinks making sure she uses a clean cup every time. Children are offered a range of healthy foods, for instance a snack of crackers and cheese at mid-morning. The childminder describes how children have opportunities to be outside in the fresh air. She explains that they walk to shops or visit the local marina. As a result, children learn about the benefits of physical exercise and have plenty of occasions to be outside 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

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| 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

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| 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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| 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

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| 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

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| 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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