

## Inspection report for early years provision

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<b>Unique reference number</b>	EY101805
<b>Inspection date</b>	03/12/2009
<b>Inspector</b>	Liz Margaret Caluori
<b>Type of setting</b>	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 has been registered since 2002. She lives with her husband and two children aged seven and nine years in Ashford, Kent. Childminding generally takes place on the ground floor and there is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of three children under eight years at any one time and currently has two children on roll both of whom are in the early years age range.

The childminder is able to deliver and collect children from local schools and pre-schools.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, settled and enjoy their time with the childminder. They take part in activities which reflect their interests and are generally effective at promoting their all round development. However, the childminder has not fully updated her practices to recognise the introduction of the Early Years Foundation Stage. Adequate precautions are in place to promote children's safety and positive partnerships with parents and carers help to provide consistency of care. Whilst committed to improving her service, the childminder has yet to undertake any significant self-evaluation. As a result weaknesses in the maintenance of documentation have not been addressed.

## 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 required records and documentation are maintained, specifically accident records and records of risk assessments (Documentation) (also applies to the compulsory part and voluntary parts of the Childcare Register)
- 28/12/2009

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

- use the observations of children's play to more clearly identify their next steps
- develop procedures for self assessment to more clearly identify areas for improvement as well as the strengths of the setting

## **The effectiveness of leadership and management of the early years provision**

The childminder competently recognises and manages risks within her home, but does not maintain the required written records of risk assessments. She is confident in her ability to recognise the potential signs and symptoms of abuse and has appropriate arrangements in place to report any child protection concerns that she may have.

The childminder has begun to consider ways in which to improve her practice, but has not yet identified the strengths and weaknesses of her service. In addition, she has yet to develop a full knowledge and understanding of the requirements of the Early Years Foundation Stage and does not maintain all required records and documentation. She is very caring and has a good understanding of the personalities of her minded children. She provides them with a very good selection of toys and these are attractively presented to engage children's interest. She understands the importance of identifying and addressing their individual needs and has started to undertake observations. This allows her to provide activities which she is confident they will find appealing. However, her systems for assessing and monitoring are not yet sufficiently developed to support her to monitor children's progress towards the early learning goals. As a result, whilst children are making progress in all areas, the childminder is not yet able to effectively monitor the rate of their development to ensure that they are being appropriately challenged.

Extremely positive relationships are maintained with parents and carers. The childminder makes time available to share verbal information with parents and carers. This ensures that all parties regularly discuss children's development and allows the childminder to provide consistent and coordinated care. However, the childminder is not fully familiar with the procedures to be followed should a complaint be received and is therefore unable to share this information with parents and carers. The childminder recognises the importance of maintaining good communication with other childcare providers and medical professionals working with any of the children in her care.

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

Children are relaxed and confident in the childminders home. They approach her readily for cuddles and attention and are developing good self-esteem as a result of the praise and supportive contact they receive. Whilst the childminder lacks an effective system for assessing children's development and planning their next steps, she provides activities each day which cover all areas of learning.

Children enjoy regular outings in the local area including trips to feed the ducks in the park and daily walks to deliver and collect older children from school. This gives them an opportunity to learn about their environment, develop their physical skills and to play in the fresh air. The childminder continually talks to children

which helps to promote their language development. They respond very well to her playful manner and spend a lot of time smiling and laughing. Young children are particularly well supported to develop their problem solving skills as they explore and investigate a good range of toys.

Children are developing an understanding of the importance of healthy living. They play in a clean, tidy environment, are provided with healthy snacks and meals and have drinks available at all times. Their care needs are appropriately met, for example nappies are changed regularly and runny noses are wiped promptly. Appropriate procedures are in place to deal with sickness and to administer medication. The childminder maintains a current first aid certificate and is able to treat children in case of a minor accident.

A range of resources are provided which promote positive images of people from throughout the community and wider world. In addition, the childminder supports children to develop respect and tolerance for others. This promotes their social skills and, along with skills such as decision making, problem solving and using computers, helps to prepare children for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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:

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:

- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint (Procedures for dealing with complaints) 28/12/2009
- take action as specified in the early years section of the report (Records to be kept). 28/12/2009

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 early years section of the report (Records to be kept). 28/12/2009