

Inspection report for early years provision

Unique reference number	EY384788
Inspection date	29/01/2010
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).

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 2008. She lives with her partner in Birchington, Kent. Her partner assists with childminding. The whole ground floor of the childminder's house and a playroom are used for childminding. The children use the bathroom on the first floor with an additional toilet on the ground floor. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time; of these, no more than three may be in the early years age group. She is currently minding three children in the early years age range.

The childminder walks to local schools to take and collect children. She attends the local toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder works closely and consistently with an assistant so children enjoy plenty of adult interaction and are sociable and happy. They have started to think about individual children's learning and plan for each child using observations. Children are generally secure and feel safe in the childminder's care. She is guided by a useful safeguarding procedure, however, this lacks some important detail. Relationships with parents are positive; the childminder respects their wishes for their children's care. She is developing systems to keep them fully informed of her policies and procedures. She demonstrates a satisfactory ability to maintain continuous improvement; since registration, she has implemented many sensible procedures to promote positive outcomes for children and has well targeted plans for the future.

What steps need to be taken to improve provision further?

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

- develop the use of 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
- review safeguarding procedures to include the procedure to be followed in the event of an allegation being made against the childminder or assistant
- ensure parents have full information regarding the childminding service, and policies and procedures
- obtain parents' permission for relevant aspects of their children's care
- 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
- develop links with other settings, such as nurseries, attended by the children to improve continuity of care

The effectiveness of leadership and management of the early years provision

The childminding provision is organised to a satisfactory standard. The childminder takes her responsibilities towards safeguarding children seriously. She is guided by an informative policy, which is shown to parents, but they are not given a copy. It does not include the procedure to be followed in the event of an allegation being made about the childminder or her assistant, although her complaints procedure refers to contact details for the regulator.

The childminder works closely with an assistant, ensuring that children receive a good amount of one-to-one attention. They have recently commenced childminding, and are working hard to develop their record keeping and practice; all required documentation is in place. The childminder ensures that her assistant is fully conversant with policies and procedures and children's developmental records so that children benefit from consistency and continuity of care.

The environment is warm and welcoming. Children have a small playroom where they can select from a satisfactory range of resources. The small space is well organised, with a reading corner and baby toys accessible at a low level. Children know where their favourite toys are stored, pulling the etch-a-sketch out from under the bed.

The childminder and her assistant get to know the children well so that they can meet their individual needs. All children are involved in activities; babies are held as they dip their feet into water to make prints on the 'aquadraw' and older children practise early writing skills, making marks with the pen.

The childminder has started childminding recently, and has just begun to think about ways in which she might improve her practice and maintain continuous improvement. She has well targeted plans for the future, for example, clearing the garden and learning more about behaviour management techniques, but these have yet to have a positive impact on outcomes for children.

The childminder is aware of the need to communicate with other settings attended by the children in order to ensure consistency of care. She therefore maintains informal links, which benefit the children as she is aware of their well-being and activities. However, she is yet to liaise fully regarding their progress in each area of learning.

Informal communication with parents ensures that the childminder works in partnership. Furthermore, children's developmental records are shared with parents. Activities, food and sleeps are recorded in contact books so parents can see that their child engages in a variety of play experiences. The childminder does

not yet have a statement of service to give to parents, and although they are shown the policies and procedures, they do not take these home for reference. The childminder obtains the required written permission from parents to seek emergency treatment or advice but as yet, there is no written permission for other aspects of children's care, such as outings.

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

Children make satisfactory progress towards the early learning goals; the childminder is developing a system of using observations to help children make progress. Children enjoy their time with the childminder and her assistant, who are good at talking to children and supporting their play.

There is an appropriate balance between child-initiated play and adult-led activities. When children start a game of hide and seek, the childminder joins in with the children's rules, including younger children in the game. Children are confident and are developing a sense of humour; they roar loudly like a lion when playing with Noah's Ark, laughing when they get a frightened reaction from adults. Young children are enjoying numbers and are proud of counting, for example, to fourteen when walking upstairs. They are interested in books, choosing favourites, and writing, recognising the letters on a yogurt pot and making the correct sound. They concentrate well, matching cards in a memory game. They practise small motor skills, pretending to paint adults' nails with water, and the childminder lets them develop and enjoy this game by allowing them to go downstairs for lunch only when they are ready. Children think about shapes as they play, drawing and describing tiny circles and big circles.

Children are responsive, interested and behave well in response to the childminder's praise and encouragement. They have good self-esteem, and are proud of their achievements, for example, shouting 'I did it' after successfully making hand prints. They are spontaneously kind to one another, offering to share toys and saying 'it's your turn'.

Children feel safe with the childminder and her assistant. Babies maintain eye contact while lying on the assistant's lap playing peek-a-boo, and are happy to be rocked to sleep by him. Older children ask to curl up with a snack and Peppa Pig on the television when tired, showing that they feel secure. Parents provide children's main meals, so the childminder knows that their wishes and any special diets are respected. Snacks provided by the childminder are healthy, such as breadsticks and raisins, so children are starting to learn the importance of a healthy diet. The spread of infection between children is limited by sensible procedures such as the use of disposable gloves for nappy changing. Children benefit from daily fresh air at the park or the beach hut in summer.

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

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