

Inspection report for early years provision

Unique reference number	EY269373
Inspection date	22/03/2010
Inspector	Christine Lynne Hodge
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 2003. She lives with her husband and two children, aged four years and 11 years, in Hextable, Kent. The whole of the ground floor, the landing and upstairs bathroom are used for childminding. There is a fully enclosed garden available for outside play. The family has two pet cats. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years; of these two may be in the early years age group at any one time. She is currently minding three children in the early years age range, one of whom is at full-time school. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder offers children a welcoming, inclusive, home from home environment where they learn to become independent and sociable. She has a secure knowledge of children's home circumstances, interests and abilities. Children enjoy a variety of indoor and outdoor play activities, although procedures for tracking children's progress against the Early Years Foundation Stage are not yet fully established. Although the childminder works in partnerships with parents and this contributes to children feeling secure and settled in the setting, very little information is provided regarding the Early Years Foundation Stage. The childminder attends training courses to keep her childcare knowledge up-to-date but does not yet have a fully effective system in place to evaluate all aspects of her provision.

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 self-evaluation to encourage reflective practice and highlight aspects requiring further improvement
- ensure that the risk assessment covers all areas of the premises used by children, with particular reference to the conservatory
- develop further the observation and assessment system for tracking children's progress and to identify and plan for the next steps in their learning. Ensure that parents are included and are informed about the Early Years Foundation Stage curriculum.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a sound understanding of child protection issues and has recently updated her knowledge by attending current safeguarding

training. She is clear about her role and responsibility for recording and reporting concerns, together with procedures to follow should an allegation be made against herself or a family member. However, these procedures are not included in her safeguarding policy that is shared with parents. All adults living on the premises have undergone vetting procedures to ensure they are suitable. The childminding setting is a generally safe environment for children to play in, as the childminder risk assesses her home and garden to minimise possible hazards to children. However, the conservatory does pose a risk, as the room is rather cluttered and the unsecured glass doors can be easily opened and shut by babies and younger children.

The childminder's home is generally well organised and children have opportunities to choose what they want to play with from a wide selection of play resources which include some toys and books with positive images, to help them learn about the wider world. Children confidently move around the setting and learn to negotiate the step between the dining room and conservatory. The childminder works well with parents to meet children's individual needs. She uses verbal discussion and daily diaries to keep them informed of daily routines, activities and achievements, although information is not linked to the six areas of learning. A folder containing policies and procedures, together with information about the childminder's practice, is shared with parents, but does not include any details about the Early Years Foundation Stage curriculum. Links with other providers are less established. All other required documentation is in place and is well maintained.

The childminder has completed the recommendations set at her previous inspection and has attended some training courses, in order to keep her childcare knowledge up-to-date. These include an Early Years Foundation Stage briefing session, safeguarding training and updating her first aid certificate. She does not yet evaluate her overall practice rigorously enough so that she can reflect on all areas of her provision and highlight aspects for further improvement.

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

Children happily play together and develop close relationships with each other and the childminder. They enjoy taking part in a wide range of indoor and outdoor activities that help them to develop different skills. Regular outings to various groups ensure that children can socialise with their peers and take part in activities such as song and story time at the library and physical play at Tumble Time. Trips to the park and outdoor play in the garden also provide children with opportunities for fresh air and physical play. For example, children enjoy taking turns to jump up and down on the small trampoline and younger children confidently negotiate the slide, while babies happily crawl around their surrounding and develop their physical skills by pulling themselves up. Also in the garden children have opportunities to play at the sand tray and enjoy watering the plants. Indoors children happily sit with the childminder to look at books and to listen to familiar stories, as well as playing matching and sorting games. They problem solve using puzzles and cause and effect toys such as shape sorters, and take part in various

creative activities such as painting and play dough.

Children feel safe and secure in the setting because the childminder knows them well and builds their confidence through positive relationships, together with familiar routines and surroundings. For example, when taking older children upstairs to the bathroom, babies are content to be placed in the travel cot in the dining room, keeping them safe and secure. Children readily approach the childminder for cuddles and demonstrate increasing independence as they explore their surroundings and make choices about what they want to play with. The childminder spends time playing with children and talking to them; however, opportunities are sometimes missed to extend their learning. For example, in the garden when watering the flowers she does not talk to children about how flowers grow and on the trampoline she does not introduce counting into the activity. Although the childminder observes children through spending time with them during activities which are planned around their likes and interests, she does not link her findings to the developmental stages of the Early Years Foundation Stage. Consequently, she does not yet effectively identify gaps in children's learning or plan for children's individual next steps.

Children are cared for in a clean, well maintained environment. The childminder encourages children to learn to adopt healthy lifestyles through opportunities for outdoor play and physical exercise, and talking to them about healthy eating. Younger children currently bring their own meals from home but are offered fresh fruit as snacks. Provision is made for children to rest during the day, according to their individual needs. The childminder ensures that she has appropriate procedures in place to protect children from cross-infection. She promotes positive behaviour through praise and encouragement, and supporting children to develop their independence and social skills. As a result, children are friendly, sociable and well behaved as they learn to share, take turns and help clear away toys and activities.

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	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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