

Inspection report for early years provision

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| Unique reference number | EY397652 |
| Inspection date | 02/03/2010 |
| Inspector | Jane Wakelen |
| 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 husband and daughter aged fifteen months in Chatham, Kent. The whole of the childminder's home, apart from one bedroom, is used for childminding. She has two cats as pets.

The childminder is registered to care for a maximum of five 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 minding one child in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and confident at the childminder's home, playing in a safe environment. They have access to resources suitable for their age and stage of development, although these are limited in quantity. The childminder works hard to ensure children's welfare, and learning and development needs are met through her knowledge of their individual needs. The childminder has a positive approach to improvement and has attended training and completed her self-evaluation form to help promote outcomes for children.

What steps need to be taken to improve provision further?

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

- increase resources to enable children to access resources for all six areas of their learning and have access to positive images of diversity
- continue to develop the observation, assessment and planning systems to ensure all six areas are given equal consideration when planning activities to meet children's interests.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding about safeguarding children and has a written policy in place which she shares with parents. She has the necessary contact details for outside agencies and understands the procedure to follow, should she have any concerns about children in her care. All adults in the household have had the appropriate checks carried out to ensure they are suitable to be with the children. A visitors book is in place to record any visitors to the home and children are reminded about the importance of not answering the front door without the childminder present. A risk assessment has been carried out

within the home and outdoors, together with a risk assessment of outings to fully promote children's safety and welfare.

The childminder promotes children's individual needs by planning activities to meet their interests, although some areas of learning are given less consideration. Children learn about the importance of being kind to one another and accepting one another's differences. They have opportunities to learn about different cultures, such as the Chinese New Year and show interest in the different years represented by the animals. Children have their individual needs identified through regular observations carried out by the childminder and regular communication with the parents. However, children have access to limited resources to reflect positive images of diversity. The childminder is aware that resources need extending to ensure all areas of children's learning can be promoted.

The childminder has a good understanding of the requirements of the Early Years Foundation Stage and has attended short training courses to support her understanding. She has established an observation, assessment and planning system and will review this regularly to ensure children's needs are being identified and met. The childminder has completed a self-evaluation of her practice and has identified areas which she hopes to improve or further develop to promote outcomes for children.

Parents feel involved in their children's care and are kept well informed about the progress their children are making through daily verbal communication and children's assessment files. All policies and paperwork are shared with the parents to keep them informed about the care the childminder offers. They are asked to give written permission for aspects of care such as travelling in a vehicle, outings and the taking of photographs to help support their children's welfare. Good relationships are being established with other providers who care for the children to ensure continuity of care and good communication to support children's individual needs.

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

Children enjoy attending the childminder's home and move around freely in the downstairs of the home, using their imagination in creative play. They access resources to act out familiar roles such as shop assistants or waitresses in a restaurant. They enjoy being creative with mark-making materials and collage resources, making items to go home and share with their parents. The childminder is aware of their learning with other providers and compliments this with activities within her home. Children approach the childminder for support and help with different activities or to request alternatives to support their play. The childminder builds good relationships with the children and they enjoy her input and ideas. The childminder encourages children to be independent and offers praise and encouragement to support their confidence and self-esteem. The childminder makes regular observations of children's development and uses this to inform her planning. However, resources are limited to ensure children can access all six areas of learning with a range of resources.

Children develop a good understanding about a healthy lifestyle because the childminder ensures children learn about healthy eating and the importance of exercise. The childminder offers children a selection of fresh fruit and raisins for snack time and ensures children have vegetables with their meals. Drinks are always available and accessible to ensure children remain hydrated. Children benefit from the walk to and from school, gaining fresh air and exercise. Time to use the large play equipment in the playground is encouraged at the end of the school day and the garden is made accessible when the weather is suitable.

Children learn about keeping themselves safe whilst playing indoors and outdoors. They are reminded about carrying scissors carefully and keeping them out of reach of the youngest child. Children are reminded of the importance of sitting on chairs properly and holding onto the hand rail when using the stairs. Children learn about 'stranger danger' when on outings and are reminded about staying with the childminder. They learn the importance of road safety and the childminder ensures risk assessments are carried out before any outings to promote children's safety.

Children behave well in the childminder's care and gain an understanding about sharing toys and taking turns when playing. In the event of any disagreements the childminder helps children understand why some behaviour is not acceptable and to say sorry to one another. The childminder uses practical daily activities, such as art and crafts and cooking activities to support children's numeracy skills. Children enjoy sharing books with the childminder and enjoy learning to copy names to write familiar words, supporting their literacy skills. Children have some opportunities to use toys using technology, although these are limited. Children's literacy and numeracy skills are supported through good communication from the childminder's open-ended questioning, thus helping to support children's skills for their 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

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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 | 2 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

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 | 2 |
| 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

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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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