

Inspection report for early years provision

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Inspection date	20/04/2010
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 2009. She lives with her partner, teenage daughter and two younger children aged eight years and two years in Greenhithe, Kent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to care for a maximum of five children under eight years, of these two maybe in the early years age group. She is currently caring for two children in the early years age range on a full time basis. The childminder is a member of the National Childminding Association and attends local toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder offers a warm and friendly home environment to children in which their cultural needs are well supported and partnerships with parents are closely established. Children are making satisfactory progress because the childminder knows the children well and demonstrates a basic knowledge of the Early Years Foundation Stage, although play resources in some areas are limited. She is beginning to identify how she can improve some aspects of her provision and is committed to attending further training in order to maintain continuous improvement. However, not all required documentation is in place.

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 documentation is in place and includes a written record of risk assessments and necessary written consents from parents such as seeking emergency treatment and taking children on outings (Documentation). 19/05/2010

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

- continue to develop systems for observation and tracking children's progress in order to identify and plan for children's development across the six areas of learning
- build on the selection of resources to support children's learning in all areas and ensure resources are easily accessible to encourage children to make choices
- further develop the system for self-evaluation

The effectiveness of leadership and management of the early years provision

The childminder implements suitable systems to ensure children are safeguarded whilst in her care. For example, she holds a current first aid certificate, all adults in the home are appropriately vetted and she has developed a suitable understanding of Local Safeguarding Children Board procedures. The childminder takes reasonable steps each day to ensure her home is safe but does not have a record of risk assessments and this is a requirement. Most of the required documentation is in place and is maintained to a satisfactory standard. For example, a medication and accident record book is completed, together with child record forms and an attendance register noting the times of children's arrival and departure. However, the childminder does not have written consent from parents allowing her to seek emergency medical treatment or to take children on outings.

Children are valued as individuals and treated with equal concern. They learn about their local community through outings and attending local toddler groups. However, opportunities to enhance further children's learning of the wider world are missed due to the lack of resources promoting positive images of gender, culture and disability. Space in the childminder's home is organised effectively so that children have room to move around in safely and freely. The childminder provides children with a small selection of age appropriate play resources that are brought out daily from a cupboard in the hallway. Consequently children have limited opportunities to make free choices about their play. The childminder develops a close relationship with parents and provides them with verbal feedback, together with and a detailed daily diary, containing information about children's routines, activities and achievements. Links will be built with other childcare practitioners as it becomes appropriate.

The childminder demonstrates a positive attitude to continually improving her childcare knowledge by attending further training. She currently holds a level 2 qualification in playwork and has completed her registration training. She has applied to do a level 3 course and to attend self-evaluation and communication training with Kent Early Years and is in the process of extending her policies and procedures.

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

Children settle well with the childminder because she provides them with warmth and consistent, familiar routines, which help them to feel safe and secure. The childminder helps children to make satisfactory progress across most areas of their learning and development by spending time playing with them, talking to them and providing them with a variety of indoor and outdoor activities. The daily routine is planned around younger children's needs for sleeping, eating and playing. She observes children at play and organises spontaneous activities to help them progress. Children's achievement's are recorded in a daily diary but the information is not linked to the early learning goals and does not clearly demonstrate how the

childminder identifies any gaps in their learning.

The childminder continually talks to children about colours and shapes as they play with the play dough and use different coloured pens for mark making. She promotes their language skills well. For example, when children's speech is not clear she listens carefully and repeats words clearly, this ensures that she has correctly interpreted what the child has said and allows the child to hear the correct sound. Children have fun singing counting songs and nursery rhymes with the childminder. They enjoy sitting on her lap for cuddles and to listen to stories although the range of books on offer are limited. They develop their physical skills playing in the garden and park and walking to and from activities. Indoors babies enjoy crawling around and exploring with some cause and effect toys. Regular outings to toddlers groups provide children with opportunities to take part in different activities to those offered at home and to socialise with other children as they learn to share and take turns.

Children are beginning to show an understanding about healthy lifestyles. The childminder encourages them to follow appropriate personal hygiene routines, such as hand washing, with anti-bacterial soap, before meal times and after going to the toilet and wiping their runny noses on tissues which they dispose of appropriately. Children have regular access to fresh air, with opportunities to take part in physical exercise on a daily basis. Although parents mainly provide children's meals the childminder ensures that she offers children healthy snacks such as fresh fruit and water to drink throughout the day. Children relate well to the childminder and enjoy lots of praise and encouragement to promote their self-esteem.

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

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

Met