

## Inspection report for early years provision

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**Unique reference number** EY279087  
**Inspection date** 28/01/2010  
**Inspector** Susan Jennifer Scott

**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.

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 was registered in 2004. He lives with his partner, who is also a registered childminder and their children, in Maidstone, Kent. Most of the ground floor area of the house and a couple of rooms upstairs are used for minding children. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time, of whom no more than three may be in the early years age range. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. When working with his partner, who is also a registered childminder, he can care for a maximum of eight children. The childminder is also registered to care for one child overnight. He is currently minding seven children on a part time basis and three of these are in the early years age group. Children with English as an additional language and with special educational needs and/or disabilities attend.

The family have a dog and a cat. He is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children receive a very good service which is adapted to meet their individual needs. Their individuality is recognised and nurtured by the childminder who has a good understanding of their home circumstances, individual needs, interests and abilities. Children benefit from the regular outings to local amenities and enjoy their time with the childminder because he enables them to develop and learn successfully. The childminder's positive partnership with parents ensures that all children make good progress, given their age, ability and starting points. The childminder has begun to evaluate his service and identify how he intends to promote the welfare and development of all the children further.

## **What steps need to be taken to improve provision further?**

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

- obtain training to administer specialist medication from a trained health professional that is specific to the child concerned
- take essential records and equipment on outings, including permission to seek any necessary emergency medical advice or treatment
- devise a method of self-evaluation to monitor the effectiveness of the provision to promote outcomes for children

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

The childminder has a good understanding of child protection issues and makes appropriate arrangements to safeguard children. He shares the policies and procedures with parents so that they are informed about the arrangements, including how any allegations are dealt with. Children are safeguarded by the provision of a clean, well maintained and safe home environment where there are good procedures for checking that all toys and resources are safe for use. Children benefit from an extensive range of appealing toys which cover all areas of learning and all ages and stages of their development. These toys include a selection of resources that reflect diversity in a positive way, and some which reflect children's home languages, so that these can build upon their sense of identity and understanding. The childminder does offer a very welcoming home environment to all sections of the community so that children with special educational needs and/or disabilities who attend feel a sense of belonging. Children are supervised at all times as the childminder's partner is also a registered childminder. This means that there are very good arrangements to ensure their safety in his care.

The childminder works closely with parents, sharing information about the care he offers, such as displaying a selection of posters which provide information on how to contact the regulator. Records are shared with parents and there is a good exchange of information about children's experiences in his care, including what they have eaten and information is exchanged concerning experiences at school or pre-school. Parents are very pleased with the service they receive; they answer the questionnaires with very positive comments, commending the care of their children. The childminder has a positive relationship with all the children's families and learns about other aspects of their lives. For example, parents are welcomed into the home and encouraged to share information about their customs and culture so that all children can benefit from this understanding. The childminder shares the children's individual folders with parents and discusses their progress and development, enabling consistent practice between children's care at home and their care here.

The childminder keeps a variety of information about the needs of the children he cares for and records consents from parents for a variety of activities such as the administration of medication, although he has not obtained training to administer specialist medication from a health professional. Parents provide consent to cover emergencies so that the childminder can request advice or treatment in an emergency, although this consent is not taken when the children are out. The childminder has begun to evaluate his service and continues to build upon his practice by attending training and implementing improvements.

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

Children enjoy the time they spend with the childminder because they have access to a variety of toys, resources and activities inside the home. The childminder

takes children on local outings to the park and to local groups. He uses flexible plans to ensure that activities support all aspects of their development, providing a good balance of freely chosen play, supplemented by some adult initiated activities. Children can choose from her wide selection of attractive and stimulating toys and resources using a selection of photographs as this enables them to see the range of play offered and supports the communication skills of the youngest children.

Children's learning and progress is supported by the childminder who observes and assesses their skills, understanding and abilities. The childminder contributes observations which are noted in individual files and referenced to the Early Years Foundation Stage. Children's starting points are noted using a form that is completed with parents and the childminder uses the Practice Guidance for the Early Years Foundation Stage to build upon their progress in all areas of learning and development. The childminder participates in children's play, allowing children to direct their own play and instruct him on his role; for example, they dress up and construct a role play scenario. This support from the childminder promotes their self-esteem and ensures they feel valued. Children are encouraged to behave well, their behaviour is mostly good, and they get on together well. This is well supported by the childminder's discussions with children about their behaviour and that of others and how this affects everyone. Children are able to use the adjoining conservatory for quiet activities if they wish to play apart from the younger children.

Children are supervised and protected by the use of rules and discussion of safe procedures when they are out. The childminder ensures they learn about keeping safe by enabling them to learn about road safety and reminding them not to run across driveways when they are returning from school with him. Children are cared for in safe environment where good precautions have been taken to limit any hazards. The childminder reviews the risk assessment every month and ensures all items that need regular checks such as the smoke alarms are checked. The dangerous substances stored in the kitchen cupboards and are secured by a child proof lock. Children are well supervised and protected in the event of an emergency, as the childminder ensures they practise the evacuation plans and has identified where they can all wait for help in safety. The childminder has sought guidance from the local fire officer who has visited and he has completed a risk assessment of the premises with regards to fire safety.

Children's health is well protected as the childminder implements hygienic nappy changing procedures and good provision to ensure children are protected from infection when they eat. Toddlers enjoy eating at the table, where the childminder sits with them, whilst they are strapped into the highchair. They enjoy freshly cooked meals if they stay for a cooked meal in the afternoon, and they all enjoy nutritionally balanced snacks of fruit and biscuits with frequent drinks of dilute squash or water. This safeguards children and promotes their health.

Good relationships enable children to feel secure in the care of the childminder and these feelings are supported by the positive relationships the childminder has with parents. Children like to share books and benefit from learning about animals from these. For instance, the babies and toddlers learn about different textures from

some books as they can touch and feel and the childminder supports their understanding by describing the different textures. This builds upon their communication skills and the childminder provides opportunities for babies to learn basic words talking about the animals in the pictures. Children enjoy role play and the childminder takes part in this if requested and will encourage them to dance and sing. The childminder plays the guitar to children and enables them to understand how music is made which supports their creative development.

Children learn about the natural world through activities such as collecting leaves to make collages and building snowmen in the garden. They learn about the seasons and celebrate various festivals by making pancakes for pancake day and experiencing activities to learn about the Chinese New Year. Children learn about different customs and foods by celebrating various festivals, and are able to talk to some visiting parents about ideas and beliefs of different cultures and religions. Children have enjoyed a visit from a fire engine and their understanding of safety issues is encouraged through the evacuations they practise. They learn about healthy lifestyles as the childminder encourages them to develop their physical skills through daily outdoor activities, such as walking to school and trips to the park. They enjoy a varied, healthy diet that incorporates fresh fruit and fresh cooked meals if they stay for the evening meal. Children learn about the local community and build upon their social skills by attending a rhyme-time group. Such activities develop their understanding and skills, as they learn about numbers and counting.

## 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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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

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|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| 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 | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| 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        | 2 |
| The extent to which children develop skills for the future       | 2 |

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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