

Inspection report for early years provision

| | |
|--------------------------------|--------------------|
| Unique reference number | 126221 |
| Inspection date | 02/03/2010 |
| Inspector | Janette Mary White |

| | |
|------------------------|-------------|
| Type of setting | Childminder |
|------------------------|-------------|

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 1999. She lives with her husband and two adult children in Sittingbourne, 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 bathroom is on the first floor level. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has a bird and a guinea pig, and fish in the covered garden pond.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently caring for two children in this age group. She also offers care to children aged over eight years to 11 years. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of each child's individual need and she effectively promotes their learning. Children learn through their play and they develop an understanding of the local area and the wider world. They have opportunities to play with stimulating toys and resources including a range reflecting diversity. Overall, the policies and procedures ensure children are safe and secure in a homely environment. The excellent partnerships with parents, outside agencies and the childminder significantly contribute to promoting children's developmental needs and well-being. This helps them to make good progress and supports consistency of care. The childminder has a good capacity for maintaining ongoing improvement. She highlights future improvements and has clear priorities for her development ensuring the needs of children and their parents are met.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- develop further the new children's understanding of the evacuation drill and record details of any problems and how they were resolved in a fire log book.

The effectiveness of leadership and management of the early years provision

The childminder has effective safeguarding procedures which clearly identify her policy relating to child protection. She has a competent understanding of child

protection issues and there is a good range of information for her to read should she have any concerns about a child. As a result, children's care and well-being are actively promoted at all times, making sure the welfare of every child is a priority. The childminder conducts risk assessments within the home and outside areas. These risk assessments contain details of changes which occur, within the home, to ensure this maximizes children's safety. Nevertheless, this document does not include details of any outings. The childminder discusses with children how to keep safe when out walking, such as crossing roads safely. However, fire evacuation drills are not always recorded for all new children. The childminder understands her role and ensures priorities for future development are noted for further action. She holds an up-to-date first aid certificate which ensures appropriate first aid care is given to the children. Children who are ill do not attend and the childminder maintains consistent and clear records of all accidents.

Equality and diversity is actively encouraged through the activity plans. Children are treated and valued as individuals. This ensures that each family is supported according to their specific need and individual circumstance. Subsequently, all children are treated with equal regard and no child is disadvantaged. The partnerships between the childminder and other settings significantly contribute to helping children achieve and supports their progress. There is a good range of information for the parents and they feel the childminder offers continuity, flexibility and security. Parents are involved in their children's development and learning. They provide information on the child's routine and details of their appropriate care needs. They also provide the required written permissions. The childminder promotes children's independence and skills together with all the carers, for instance, she makes sure activities cover the early learning goals and co-ordinates activities with the local preschool.

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

The childminder encourages children's well-being and discusses with parents the starting points and capabilities of each child, although this is not always used sufficiently to establish their base-line assessment. However, she records children's observations and links these to the early learning goals and is continuing to develop her systems to clearly identify the next stage in their development. The childminder builds on their individual interests and abilities in partnership with parents. She uses her planning to identify aspects of the early learning goals and adapts these to include working with her local pre-school. As a result, children are supported well to consistently move forward as they make good progress in their learning and development. Children are taken on regular outings, for example, to the park or play centres which provides frequent opportunities to be outside in the fresh air or to meet other children socially. The childminder successfully plans for a broad range of activities and children are encouraged to be active. She describes her procedures for making sure children develop an understanding of their safety through regular activity themes or projects. There is a good range of stimulating interactive toys and resources to promote the sensory needs of babies and younger children. For example, offering different textures such as shaving foam or as they make junk models using resources which they recycle. This helps children

to become aware of environmental issues.

The childminder's understanding of the Early Years Foundation Stage requirements is good. She actively supports all children's welfare and learning needs well. The childminder asks imaginative questions which encourages children to develop early communication, confidence and problem-solving skills. Children easily select resources which are labelled with pictures and words to encourage independence. They are able to choose other toys from laminated cards which are brightly coloured with pictures and words providing many opportunities for self-selection. The provision of experiences and interesting resources covers all areas of learning and helps children to make good progress. The childminder continually asks questions as the children play. This helps them to work out how the peg puzzles fit together and they respond to the childminder's input. She is aware of the children's routines, such as signs of tiredness and she offers reassurance and cuddles. Children show signs of feeling safe as they seek comfort from the childminder and demonstrate a close relationship seeking support when strangers are present. From the evidence available within the children's learning stories the childminder values their art work and promotes their creative play, including messy activities. They have their own place to hang their coat and place their shoes in the shoe store at the front door. This supports children's sense of belonging. Healthy foods are provided promoting and developing children's understanding of what is 'good for you'. All children are encouraged to develop a positive awareness of diversity. They engage in many problem-solving activities including information, communication and technology. These experiences and routines all contribute towards helping children understand the necessary skills for their future economic well-being and their learning and development.

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? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 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 | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

| | |
|--|---|
| Outcomes for children in the Early Years Foundation Stage | 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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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