

Inspection report for early years provision

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| Unique reference number | EY402466 |
| Inspection date | 07/05/2010 |
| Inspector | Susan Jennifer Scott |
| Type of setting | Childminder |

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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

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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 2009. She lives with her partner and two children in Larkfield, Aylesford, Kent. All areas of the property are used for childminding and there is a fully enclosed garden for outside play. There are steps in the garden and stairs to an upstairs first floor level.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age range. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She minds three children on a part time basis, one of these is in the early years.

The childminder walks drives to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from the childminder's ability to provide them with interesting experiences and to safeguard their welfare. The childminder provides children with a service that is sensitive to their individual needs and has a good understanding of child development. Children's individual interests and skills are observed in all areas of learning and development which enables the childminder to plan for their progress well. Parents are welcomed into the childminder's home and she shares information about children's experiences and development with them. The childminder has begun to evaluate her service using the Early Years Foundation Stage statutory framework although there are some minor improvements necessary to plan for emergencies.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- seek written authorisation for future emergency medical advice or treatment when children first attend (Safeguarding) 01/06/2010

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

- analyse observations to help plan 'what next' for individuals and groups of children
- carry out regular of evacuation drills and record details in the fire log book, including details of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder is able to safeguard children from harm or abuse because she has a good understanding of the relevant procedures and a selection of information to refer to. There are good systems to ensure the health and safety of children which include risk assessments covering the home and outings. The childminder considered her procedures to keep children safe and develop their awareness of safety. However, the emergency evacuation has not been practised with all the children and the written consent to obtain emergency advice or treatment has not been recorded. Records and information are organised securely and some documents are displayed. For example, certificates of registration and insurance are displayed and all policies and procedures, including one for complaints, are shared with parents.

The childminder has begun to evaluate her service and is keen to use the feedback from her inspection to build the quality of her service. She has obtained her first aid training and attended some short courses to ensure her skills are up to date. She has developed expertise in planning and delivering an interesting and stimulating programme for children through using her local childminding group. She has organised her resources and the environment to easily meet the individual needs of all the children safely. For example, the children can easily help themselves to a varied range of play equipment which interests them and the childminder organises activities to sustain their learning successfully. The activities and resources available to children are plentiful and reflect diversity and positive images although the childminder intends to expand these to illustrate disabilities which she discusses with children.

Parents are very pleased with the service offered and feel that the provision meets the needs of their children successfully. There are very positive arrangements for exchanging information with parents to ensure children's individual welfare and developmental needs are understood and met. Parents contribute to a developmental profile when their children first attend and the childminder regularly provides feedback, summarising children's achievements and progress. The service offered to families is inclusive as the childminder strives to ensure children's individual needs are recognised and met. She offers sensitive support to the children she minds and works closely with parents to ensure consistency in the methods she uses to manage their needs.

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

Children settle happily into this secure home environment when they first attend. They enjoy a varied and interesting range of play and learning through well planned activities that support their progress towards the early learning goals. The childminder works closely with them, listening to what they say, observing them and noting the progress they are making. She regularly and frequently records her observations of children, although she does not always note her assessments. The

childminder ensures the planned activities cover all areas of the curriculum. The children each have a file with their observations which are also used to plan for the next steps in their learning. The childminder uses every opportunity offered by activities and routines to build upon the children's individual skills and understanding. This results in good progress in every area of development as conversations and questions are all developmentally appropriate.

The childminder provides attractive resources and equipment for many types of play and ensures a good variety of these are easily accessible to children. This encourages children to consider their choices and to explore various activities. The childminder develops children's understanding through the good questions she asks and the discussions she promotes while participating in the activities with them. For example, she encourages children to build upon their understanding of measuring, weighing and numbers by asking them questions when they are making cakes to cook for a birthday party. This promotes children's confidence and self-esteem. Children's behaviour is good and they benefit from the sensitive reminders to share and use teamwork when playing together.

Children learn how to keep themselves safe because the childminder has well understood rules encouraging them to act sensibly to avoid injuries. They benefit from reminders to use play equipment sensibly and discuss safety issues with the childminder when they go out. They do not participate in regular emergency evacuations to support their understanding of what to do if an emergency occurs inside. The childminder ensures she assesses the risks on outings and always takes telephone and emergency contact details. Children benefit from regular and interesting opportunities for energetic outdoor play and exercise. The childminder makes good use of the local environment, taking children on walks and visits to the local childminding group. Children also enjoy playing outside in the garden, using a variety of equipment. This enables them to develop their understanding of nature and they also develop a knowledge of the locality through trips to the local childminding group and school. Children have good opportunities to build upon their social skills when they visit groups because the childminder encourages them to share and co-operate when playing together.

Children all receive good support to ensure their needs are met as the childminder communicates constantly with them and observes their preferences and levels of understanding. They benefit from the childminder's skilful participation in their play and learning. They develop confidence from her use of praise and acknowledgment of their skills. Children's understanding is further supported by the childminder's sensitive observation of their interests and her encouragement to base her planning on these. For instance, they enjoy playing at the park so they often stop there on the way back from school. Children learn how to keep themselves safe through good practice and the childminder's clear instructions when they are out. For instance, they hold hands or have to hold the buggy and they discuss the speed that cars travel at. They learn where to cross the road and play games that encourage them to look and listen carefully.

Children have opportunities to learn about aspects of their own cultures and those of others and use books reflecting different cultural traditions and the childminder intends to obtain some more so that she can encourage discussion and develop

children's an understanding of such issues. Children enjoy learning and are encouraged to be proud of what they have done because they have opportunities to take responsibility. For example, they enjoy making cakes for a birthday party and talk about baking these. For instance, they discuss weighing ingredients and the childminder encourages the children to identify numbers on the scales and uses language such as, a little, or more, to help them understand mathematical concepts.

Children's understanding is further developed by the childminder's questions and requests that encourage their independence skills. For example, the childminder asks the children to use the toilet and wash their hands themselves, and fetch ingredients which they happily and confidently do. Children benefit from activities that encourage good health, they are currently growing cress and have made the boxes to do this at the childminding group. They are active learners and looking forward to doing a sponsored toddle soon.

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? | 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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| 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 | 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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| 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 |

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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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