

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY200412     |
| <b>Inspection date</b>         | 19/05/2010   |
| <b>Inspector</b>               | Lara Hickson |
| <b>Type of setting</b>         | 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 has been registered since 2002. She lives with her husband and three children in a three bedroomed house in West of Dartford, Kent. The home setting is within walking distance to parks, schools, pre-schools and toddler groups. There are very good transport links within walking distance of the home setting. All areas of the downstairs are used for childminding. There is a fully enclosed garden available for outside play. The family have one dog.

The childminder is registered to care for a maximum of six children under eight at any one time, three of whom may be in the early years age group. The childminder currently has six children on roll, three of whom are in the early years age group. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks or drives to local schools to take and collect children.

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

Overall the quality of the provision is good.

The childminder promotes children's welfare and learning well through her clear knowledge of the Early Years Foundation Stage. Children enjoy a broad range of toys and activities that enable them to progress well in the six areas of learning. Children's individual needs are met effectively by the childminder who demonstrates a very good understanding of how children learn through play. Comprehensive observational assessments of children's learning and development are in place and these are used effectively to inform future planning. The childminder demonstrates capacity for improvement as she has completed all past recommendations and has attended further courses to extend her knowledge. A complete set of policies and procedures are in place although some still relate to the National Standards.

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

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

- update policies and procedures to bring them in line with EYFS as currently still refer to National Standards
- update safeguarding policy to include the procedure to follow in the event of an allegation being made against the childminder or a member of her family

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

Children are happy and secure within the childminder's warm, welcoming family setting. Effective safeguarding procedures are in place to ensure children's safety. For example, all adults in the home have been appropriately vetted and

appropriate safety equipment is in place to minimise hazards. A comprehensive written risk assessment system ensures that any hazards within the home, garden setting or on outings are identified and minimised. These systems are reviewed regularly and thoroughly by the childminder to ensure children's ongoing safety. The childminder demonstrates a very good understanding of safeguarding procedures and has undertaken additional training to refresh her knowledge. Although a written safeguarding procedure is in place it currently does not include the procedure to follow in the event that a complaint is made against the childminder or a member of her family. Emergency evacuation plans are in place and regularly practised with all children which ensures that they are aware of the appropriate procedures to follow in an emergency. Full details of each fire drill are recorded with information regarding children present as well as any problems encountered.

The childminder thoroughly supports children to feel safe and secure in the setting as she is aware of their individual characters and needs and ensures that she responds to these. For example, she provides explanations and additional reassurance to the children upon my arrival to the setting. As a result the children quickly settle to the play and after a short while relate well to me. The childminder encourages children's awareness of safety through posters about hazards in the home setting and car and road safety. The childminder also reads books such as 'Danger detectives at home' where children learn about hazards. These activities help children to start thinking about their own safety and to feel safe.

The childminder demonstrates a very positive approach towards inclusion and diversity within her setting. She has a clear understanding of each child's unique needs and family backgrounds and has written records detailing individual requirements. Children develop a positive self-esteem and confidence due to the continual encouragement provided by the childminder. For example, she praises one child's puzzle making skills and later another child's early writing skills. A wide range of resources are available reflecting diversity and disability which enables children to develop a knowledge and understanding of the world around them. The childminder also discusses differences in a positive way to children and uses television programmes such as CBeebies to support children to accept both diversity and disability.

The childminder uses a variety of different methods to reflect on her practice and uses information gained from these to ensure that outcomes for children are effectively met. The childminder has used recent comments on parent questionnaires to make additions to her communication systems. For example, she is now going to use emails to parents as well as verbal communication upon arrival and collection, contact books and observation folders. Questionnaires have also been developed for children and again information from these is being acted upon by the childminder. The childminder has identified areas of strength and areas that she would like to develop within her setting. She extends her professional development by attending training and workshops and through discussing practice with other childminders. All previous recommendations have been met effectively which shows the childminder's capacity and willingness for future improvement.

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

Children enjoy a broad range of activities and resources within the setting and these effectively cover the six areas of learning. Additional outings to parks, the library and visits in the local community enhance children's learning and development further. Children are able to make independent choices about the resources and activities as they are easily accessible in low storage units and toy boxes. The extensive range of resources are rotated on a regular basis to give children variety.

Observation and assessment is used effectively by the childminder to plan for each child's individual stages of development and includes the next steps in children's learning. The childminder completes an Early Years Foundation Stage look listen note book, in which she records short observations with links to the Early Years Foundation Stage and next steps. For example, when a child went off on their own at the toddler group and found toys independently the childminder assesses this and notes that the next steps will be to continue to encourage the child to make new friends and build relationships through additional outings such as with other childminders. The childminder has an observational record book for each child and this includes photos, examples of children's work and observations across all six areas of learning. The childminder uses the Early Years Foundation Stage framework to plan a broad range of activities and experiences to help children achieve the early learning goals. The childminder plans activities in the home setting and in the wider community to ensure that children benefit from activities that are based indoors and outdoors. For example, children enjoy trips to the supermarket to buy the ingredients they need for their lunch and help to pay for these, learning about different coins and money. This is also encouraging their future skills as they are beginning to understand the concepts of money and food planning. Some of the older children have started a 'my garden diary' and have planted bedding plants and are measuring these and looking at what the weather is like and how many flowers they can count. This activity is extending their problem solving and numeracy skills as well as their knowledge and understanding of how and what plants need to grow.

The childminder has built strong links with the local school and pre-schools in the area and liaises closely with both to ensure that partnerships are beneficial to children by providing continuity of care. The childminder provides a valuable link for parents between school and nursery.

The childminder provides meals and snacks as requested by parent/carers and uses information regarding children's individual needs to plan meals that meet individual requirements. The childminder really encourages children to enjoy healthy, nutritious snacks and meals and will adapt meals to encourage children to eat healthily. For example, she provides lots of finger food meals for younger children to encourage them to feed themselves independently. The childminder follows the '5 a day guidelines' and has a healthy eating policy in operation in which she explains that a healthy, balanced diet is vital for children to develop healthily along with

fresh air and exercise.

Appropriate procedures are in place regarding accidents and the administration of medication. The childminder has an up-to-date paediatric first aid qualification, ensuring appropriate first aid is provided in the event of an accident. The childminder has developed a 'Handing over of responsibility' policy and explains in this policy that research has shown more accidents happen when both a childminder and a child's parent is present. She appreciates that children may try to gain attention from their parents when they are talking to the childminder by misbehaving to get attention. This policy helps both parties determine who will step in and discuss inappropriate behaviour with children which helps to alleviate any unnecessary accidents.

## 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 | 1 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 1 |

### 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                           | 1 |
| The extent to which children adopt healthy lifestyles            | 1 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 1 |

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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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