

## Inspection report for early years provision

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<b>Unique reference number</b>	EY380658
<b>Inspection date</b>	27/04/2010
<b>Inspector</b>	Jane Wakelen

<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.

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## **Description of the childminding**

The childminder was registered in 2008. She lives with her 11 year old son, partner and their one year old daughter in Chatham, Kent. The family live in a three bed roomed end-of-terrace house and all areas of the property are suitable to be used for minding. However, minding will generally take place on the ground floor. There is a secure garden for outdoor play with a separate area for the two Staffordshire Bull Terriers.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over eight years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is satisfactory.

Children are supported in settling into the childminder's home because she has a sound knowledge of their needs. She promotes their welfare and learning requirements through the implementation of the Early Years Foundation Stage, offering a satisfactory range of resources. Partnerships with the parents are being established to help provide children with continuity of care to ensure their individual needs are met. The childminder has not yet developed a system of self-evaluation which prevents her identifying priorities to develop or implement.

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

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

- undertake sensitive observational assessment in order to plan to meet young children's individual needs
- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals, using a variety of resources and toys
- provide opportunities for children to experience outdoor play on a daily basis, to offer freedom to explore, use their senses and be physically active and exuberant
- promote good hygiene routines when nappy changing and washing hands to prevent cross-infection
- implement a system of self-evaluation to help identify strengths and areas to improve within the provision.

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

The childminder has a satisfactory understanding about safeguarding children and is aware of the procedures to follow if she has any concerns about children in her care. She has a written policy and procedure which is shared with parents to keep them informed of her responsibility towards protecting the children. She has carried out a risk assessment which is recorded in writing and ensures this is updated on a regular basis. Measures are implemented to ensure the home is safe and suitable for children to play in, for example sockets have covers and a stairgate is in place at the top and bottom of the stairs.

The childminder obtains full information from the parents about children's backgrounds, culture and language spoken at home to help meet their individual needs. This ensures all children are treated as individuals and their self-esteem promoted. The childminder has a positive approach to promoting diversity and encourages children to learn about their local community through outings to the local children's centre, for fun activity sessions. She has a limited range of resources to fully meet the six areas of learning, but ensures all the available resources are easily accessed through low storage containers, thus helping children to make choices. The childminder has attended a short training course to help implement the Early Years Foundation Stage requirements.

The childminder understands the importance of partnership with parents and keeps them informed, verbally on a daily basis about their child's daily routine. She has started to record observations of the children, but this is not yet shared with parents. The childminder is aware about keeping all agencies informed about children's progress when applicable. Parents are given copies of the policies and give written consent for aspects of care, such as emergency medical treatment to promote children's well-being.

The childminder has not yet implemented a system of self-evaluation and therefore has not identified the weaknesses in her provision. She is in the process of making a list of additional resources she needs to purchase to help support the children's development, for example crayons for mark making and playdough.

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

The children are beginning to settle in the childminder's home and are able to access toys from low level storage. However, they do not have access to sufficient resources to meet all six areas of learning. Children are valued and benefit from the childminder's attention as they sit and explore the toys from the toy box. She uses lots of language with the children and gives them good eye contact to encourage their communication skills. Children are able to move freely within the main room, using furniture to pull themselves to standing. They smile as they push the walker along learning to weight-bare and enjoying being upright. Children receive lots of praise and encouragement from the childminder who has a good

understanding of child development.

The childminder has started to make written observations of children's development and is able to identify the area of learning. However, the observations are not linked to the Early Years Foundation Stage and no evaluation made to identify children's next steps in their learning. The observation, assessment and planning system is still being devised and implemented, therefore parental contributions are not requested at present.

Children are able to learn about living a healthy lifestyle as they are encouraged to be mobile, moving around the furniture before walking unaided. However, children do not have daily opportunities to benefit from outdoor play, to help develop their large physical skills and promote their senses through exploration with natural materials. They are given a selection of healthy snacks such as fresh fruit and have access to their drinks at all times, ensuring they remain hydrated. The childminder ensures children's nappies are changed regularly, although the process followed does not fully protect children against cross infection. Older children are encouraged to wash their hands with soap although they use the same hand towel. Children are supported in feeling safe because the childminder ensures they are always within her sight. They learn about keeping themselves safe because the childminder explains when they must not climb or removes objects that would be harmful to younger children. Children have some opportunities to climb on the play things in the garden in a safe way to support their enjoyment.

All children are welcomed and their individual needs addressed because the childminder is aware of their likes/dislikes and personal needs. Children receive praise and encouragement to try new experiences and their self-esteem is fully promoted through guidance and support from the childminder. Children's skills for the future are satisfactorily promoted through counting rhymes, using everyday situations to support their language and communication, alongside using toys to support their understanding of technology.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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