

Inspection report for early years provision

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Inspection date	10/05/2010
Inspector	Beryl Witheridge
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 2009. She lives with her teenage children in Gravesend, Kent. The whole ground floor and first floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of three children at any one time, of whom three may be in the early years age group. She is currently minding two children 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 drives to local schools to take and collect children. The childminder attends the local parent/toddler group.

The childminder can support children with special educational needs and/or disabilities and children with English as an additional language. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The uniqueness of each child is recognised and children are treated according to their individual needs and stage of development. The childminder works in close partnership with parents to ensure that children receive continuity of care. The childminder is able to identify where children need to move forward but her observations and assessment are not clearly identifying their next steps or plotting their progress. The childminder identifies some areas of her provision where she needs to improve and is proactive about undertaking training, but she does not always use reflective practice to evaluate the strengths and weaknesses of her provision. An inclusive and welcoming service is provided.

What steps need to be taken to improve provision further?

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

- ensure the accident book is completed correctly, including existing injuries
- ensure the safeguarding policy contains the correct information which relates to the town you live in and not other areas
- use systematic observations of children's interests and achievements to plan for the next steps in their learning and maintain records that can be regularly shared with parents and with practitioners in other settings
- practise the emergency evacuation with all the children on a regular basis so they know how to protect themselves in an emergency
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children

The effectiveness of leadership and management of the early years provision

The childminder understands her role and responsibility to safeguarding the children in her care. She ensures parents understand the procedures to be followed, if there were concerns, by sharing the written policy with them. However, the written policy is not linked to the Local Safeguarding Children's Board for the area in which the childminder lives and could be misleading. Children are supervised at all times to minimise any risk to them both inside and outside the home. All adults in the home have a clear Criminal Records Bureau check. A written risk assessment of the premises and the equipment is carried out weekly to ensure children's safety and well-being. All the required records and details of each child are kept, enabling the childminder to provide appropriate care for each child. However, the accident and medication records are not always being completed correctly. The emergency evacuation is practised with the children but not often enough to ensure they understand the procedures and the importance of knowing how to protect themselves in an emergency.

The children play in a home which is suitably equipped for their use, as well as having access to a secure garden. The toys and resources are stored where they are accessible to the children, allowing them the opportunity to make free choices about their activities as well as taking part in planned, adult led activities. The toys and equipment are safe, suitable and appropriate for the ages and stages of development of the children attending.

The childminder has noted some areas of her provision where she wants to improve, such as undertaking training regarding observations and assessments and planning. However, she does not regularly evaluate her provision to identify the strengths and weaknesses; therefore, she has not clearly assessed all the areas for future improvement. Parents have not yet been asked for their opinion on the service offered so are not currently involved in the self-evaluation process.

Children who attend the provision come from differing backgrounds. The childminder enables the children to talk about their home, family and culture. She is very supportive of children who have English as an additional language and learns some of their language to help them feel welcome in her home. She has also undertaken sign language training to help with language development.

The childminder has a good working relationship with the parents and discusses the care of their child with them. She uses a contact book to keep them informed about their daily activities. She is able to talk about what their children can do and how she helps them move forward. She has started recording children's progress but this does not clearly show children's development so she has not yet shared these with the parents. This means that parents are not always able to be fully included by having an input into their child's future learning. Links with other agencies involved in the care of the children are in place. These have not yet been fully established to enable the childminder to discuss children's progress and development. Information about her childminding service is shared with parents,

both verbally and via her written policies and procedures which parents may have a copy of if they request one.

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

The childminder has a sound knowledge of how children learn. She provides children with a wide range of activities and resources which encourage and support their progress. Activities are planned according to the children's individual interests and needs. Children are also able to make decisions about what they would like to do. They have free access to the toys and equipment, which encourages their independence. They decide to play with the play dough and are able to identify the different colours, the shapes and sizes of the cutters; they are very imaginative and extremely proud of the finished results.

The childminder knows the children well. She talks to the parents to identify their starting points, although this is not documented. Through watching the children and undertaking some simple observations she is able to move them forward and provide activities which are challenging and enjoyable, extending their knowledge and learning. The childminder spends time playing with and talking to the children; asking them open ended questions and helping them to develop their skills and understanding. She sits at their level and joins in with their activities, such as playing with the cars on the road map, where they have conversations about the police cars both English and German, ensuring they stop at the train crossing if a train is coming, even having a conversation about car insurance when the cars bump into each other. Children play happily with the childminder and each other; the interaction between them all is close, caring and affectionate.

Children are provided with a well organised and safe environment in which their welfare is considered and promoted. House rules are in place. While out on trips and visits the childminder talks to them about road safety and stranger danger. They also know that they have to wait for the childminder when she unlocks the front door to leave the house and must not run out. The childminder ensures that the children are with her at all times so they are safe and secure. There is a written record of all visitors to the home. Children feel safe and comfortable in the company and care of the childminder.

Children that attend are provided with regular drinks and snacks which are provided by the parents. The childminder is aware of their personal likes, dislikes and dietary needs. They sit beautifully at the table eating their lunch; they are independent and very polite. The children also understand the importance of personal hygiene routines; they wash their hands after messy play and before and after eating. Children's physical development is promoted through outdoor play in the garden using the available suitable equipment, such as the trampoline, scooters and balls, as well as trips to local parks and places of interest. They also take part in singing and dancing activities which are included regularly in the planning.

The childminder supports children's behaviour. She is an excellent role model and

remains calm at all times. She encourages children to respect each other and take turns. Children benefit from lots of praise and encouragement which teaches them to look for attention in a positive way and boosts their self-esteem. Children's social skills are developed through visits to the local libraries and toddler groups. Children are provided with effective learning opportunities in a safe and caring environment. Children are learning to respect each other regardless of their abilities or background.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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