

Inspection report for early years provision

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Inspection date	11/05/2010
Inspector	Cilla Rachel Mullane
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 has been registered since 1993. She lives with her husband and two grown up children. They live in house situated in Hempstead, near to Gillingham. The whole of the ground floor is used for childminding plus one room upstairs for sleeping. There is a downstairs toilet. There is an enclosed garden available for outside play.

The childminder is registered to care for six children aged under eight years, three of whom may be in the early years age range. She is currently caring for three children in the early years age range. She is also registered on the compulsory and voluntary parts of the Childcare Register, and is caring for six children aged over five years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe, secure and happy with the childminder, who promotes their welfare well. She makes good use of observations to assess individual children's development, and to plan effectively to help each child make progress. Parents are well informed and involved in their children's care and learning, as good arrangements are in place to share information, but minor improvements to the information in policies and procedures is necessary. She maintains continuous improvement by attending training on relevant aspects of childminding, such as learning about observation and assessment and safeguarding. She has started to use self evaluation to plan future improvement and has successfully addressed the recommendations from the last inspection.

What steps need to be taken to improve provision further?

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

- review the policies and procedures regarding safeguarding and complaints to reflect the Early Years Foundation Stage requirements
- 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 organises the childminding provision well. Careful risk assessments are carried out so that children are able to play freely. Good explanations help children learn about dangers, such as only playing with a ball outside, so that the light bulbs in the lounge do not break. The childminder has a wealth of information to hand regarding safeguarding children, so she would be

able to act swiftly in their best interests should she have concerns regarding their welfare.

The childminder is very able to evaluate her practice, often considers how she needs to improve and makes changes appropriately. For example, she has recently recognised that her policies and procedures required updating, and now most of these contain accurate information. However, there is not yet a consistent process in place to ensure that improvement is ongoing and fully effective.

Parents are well informed about their children's time with the childminder, as she gives them daily diary sheets with details of activities, sleeps and food. They show their great satisfaction of the childminder's service in letters, which state that they very much appreciate her flexibility, professionalism, support and the good quality information exchanged. They appreciate her support with the transition to school, helping children to feel secure, the attention paid to their emotional wellbeing, and they praise the range of activities and outings. They know about their children's care because they see a comprehensive range of policies and procedures which guide the childminder's practice. However, a couple of procedures contain information which is slightly out of date. Where children attend other settings such as nurseries, the childminder provides continuity of care by liaising with nursery staff daily on collection, and borrowing children's developmental folders so that she knows how they are progressing, and what interests them. She therefore continues activities in the childminding setting.

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

Children in the Early Years Foundation Stage make good progress towards the early learning goals, because the childminder considers each child's needs and stage of development in her provision of activities and resources. She observes children as they play, notes what activities they enjoy most, and considers their possible next steps, and provides play experiences accordingly. The childminder is good at meeting the needs of children of differing ages, involving all children in activities. Older children receive one to one attention and more challenge at times when the toddlers are resting.

The environment is welcoming, and children have access to their favourite toys and equipment. Children enjoy their interaction with the childminder, who sings with them and supports their play well. Pre school children look through the photographs in their folders, remembering with pleasure when they made a selection of food from play dough, when they made their own sandwiches and when they went to the childminder group. Pre school children build towers with bricks, counting to 22. Toddlers laugh as they sing 'head, shoulders, knees and toes' and clap themselves at the end. They adeptly fit shapes into the correct holds in shape sorters, and point at animals and make the appropriate noises.

Pre school children have a good understanding of how to keep themselves safe. They know that they must not play at the front of the house without supervision because 'some one might take them, or a car might pull out.' They are able to

discuss where a fire might be, and what they need to do, because the childminder practises evacuating the premises with them. All children show that they feel safe with the childminder, pre school children climb onto her back, and toddlers laugh and make eye contact as they rock on the horse, singing 'Horsey, horsey don't you stop'. Pre school children are learning to think of other people, they pick up small pegs from a game, knowing that the toddlers must not access these. They are helpful, offering to fetch the toddlers' nappy bags. They take pride in their achievements, for example, when completing a difficult puzzle, 'I can do the big boys' one, I can do the letters all by myself!' The childminder's frequent praise ensures that they have good self esteem, and are therefore confident to try new experiences.

Pre school children act independently, taking themselves to the toilet, where the spread of infection is kept to a minimum by the use of paper towels. Children benefit from the provision of home cooked healthy food, and pre school children are enthusiastic about the childminder's roast dinners and spaghetti bolognese. Children readily access their drinks on the side, keeping themselves hydrated.

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	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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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

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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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