

Inspection report for early years provision

Unique reference number	126074
Inspection date	29/06/2010
Inspector	Stephanie Graves

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 1991. She is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She lives with her husband and three adult children in Westerham, Kent. Her home is close to public transport, schools, shops, parks and other amenities. The whole of the ground floor of the childminder's home is used for childminding and one upstairs bedroom. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding a total of six children in this age group, at different times throughout the week. The childminder supports children with disabilities and special educational needs. She also offers care to children aged over five years to 11 years.

The childminder has pets: a dog and a cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder effectively promotes the unique welfare and learning needs of each child she cares for. Children are cared for within safe boundaries and are well supervised at all times. The partnerships with other settings and children's parents contribute well towards supporting their needs. The childminder's capacity for maintaining ongoing improvement is satisfactory. She has started to identify several strengths of the provision and is clear about the weaknesses that need to be addressed to promote effective outcomes for the children.

What steps need to be taken to improve provision further?

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

- complete an appropriate paediatric first aid course (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register). 10/08/2010

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

- continue to develop the use of ongoing observational assessment to inform planning for each child's continuing development
- match observations to the expectations of the early learning goals
- continue to use self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded satisfactorily. The childminder is clear about the signs and symptoms of abuse, keeps a range of information to hand and knows what to do in the event of a concern. This means that the children's welfare remains her priority. Risk assessment is thorough and underpinned by daily safety checks to make sure the children can play and learn in safety. The childminder has not maintained her first aid training, which is a breach of requirements. She has booked to attend a course in the very near future and has implemented back up measures to help safeguard children in the meantime. Therefore, the impact on children is minimal. The childminder maintains the required records and procedures to promote children's welfare.

Children benefit from the childminder's many years experience and attitude towards improving her practice to meet their welfare and learning needs. She keeps up to date with current requirements generally well and follows parents' wishes to ensure their children's needs are met. Previous recommendations from the last inspection have been met. Overall, the childminder's commitment towards improving her practice helps to promote good outcomes for the children attending.

Toys and resources are freely accessible and the range available covers all areas of learning. The childminder has not attended any formal training courses recently but keeps up to date through working with other childminders. Cascaded information helps to ensure that her practice is based on current requirements and supports the needs of the children.

Equality and diversity is well embedded throughout the childminder's practice. The individual needs of every child and their family are very well addressed and the childminder promotes the specific needs of different groups of children effectively. All children have equal access to the play and learning opportunities provided, helping them reach their full potential. These include positive images of diversity that encourage all children to value the differences between people in society.

Self-evaluation is steadily developing. The childminder is reflective and has begun to use the Ofsted document and has separated the strengths and weaknesses of the provision. Future improvements highlighted include updating training in first aid, planning new challenges for children's learning and developing the use of observational assessment. This sound level of self-evaluation helps to promote effective outcomes for the children.

The childminder works hard alongside other providers and shares information. She builds on children's experiences at other settings, which promotes their learning and development consistently. The partnership forged with parents is very good. Parents are kept well informed about their children's progress and are involved in their learning and development. All information is shared verbally and in some cases through clear diary notes. Parents greatly value the service provided by the childminder. They feel she is flexible, follows their requests, treats children fairly

and according to their individual needs and provides a good range of activities. They know their children enjoy their time with the childminder because they ask to attend even on their days away from the setting. This means that children feel secure and very well supported between the home and childminding environments.

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

Children benefit from the childminder's warm, committed approach to their play and learning. For example, she shows a genuine interest in their play and asks relevant and meaningful questions to help them communicate and feel they belong. Children enjoy the good range of toys and resources on offer, which promote all areas of learning. Activities are sometimes led by children and at other times the childminder offers supports. All activities build on children current interests.

Children enjoy problem solving, for example, as they work out where the different numbers are on a children's dart board. Programmable toys help them to explore and discover how things work. Garden play and a variety of outings promote children's physical skills and knowledge of the world. They learn to care for living things, for example, as they go to feed local horses. They learn about recycling and caring for the environment. For example, the childminder collects manure for the garden plants and teaches children that this helps the plants to grow. Children engage in role play and are heard to make comments about the superhero characters they are pretending to be. Small world play helps children to make connections with real life scenarios through their play.

Observational assessment is developing. The childminder is clear about what children can do and planning and providing the next steps in their learning. She has just started to keep records of their progress and the new challenges provided are evident in practice. Observations are not currently matched to the expectations of the early learning goals, although they are linked to the different areas of learning to help chart progress.

Children with disabilities and additional learning needs are well supported by the childminder. She has learnt sign language to help with communication and plans routines and favourite activities that promote the enjoyment and participation of the children. Overall a good range of experiences helps the children to make effective progress and develop the skills needed for their future learning and development.

Safety issues are discussed with the children and they take part in practising the emergency evacuation procedure. They know not to run indoors in case they fall and hurt themselves and learn to use equipment safely. Children demonstrate how they feel safe in the care of the childminder through the close interactions and comfortable exchanges between them. They show a clear sense of belonging and security.

Children's health and wellbeing are well promoted. They enjoy healthy snacks and

meals include fresh vegetables and fruit. The childminder encourages them to try new foods and works well with parents to meet children's specific dietary needs. Children enjoy visits to the supermarket where they help to buy and pay for the food provided. The childminder encourages them to wash their hands properly at the appropriate times and to dry them on paper towels. Children with infectious ailments do not attend the setting. These procedures help to combat the spread of infection.

Children are very well behaved and respond well to the childminder's input. She is very loving and kind towards them and rewards their achievements and good behaviour. Unwanted behaviour is calmly diffused and the childminder explains to children why some behaviour is not acceptable. This helps them to learn. Children learn how to share and take turns and receive plenty of praise and encouragement. The behaviour management strategies in place clearly promote children's welfare and self-esteem.

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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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

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	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Safeguarding and promoting children's welfare) 10/08/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Safeguarding and promoting children's welfare) 10/08/2010