

Inspection report for early years provision

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| Unique reference number | 126433 |
| Inspection date | 09/07/2010 |
| 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 1997. She is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two teenage children in Sevenoaks, Kent. Her home is close to public transport, schools, shops, parks and other amenities. The whole of the ground floor is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, three of whom may be in the early years age range. She is currently minding a total of two children in this age group on a part-time basis. She also offers care to children aged over five years to 11 years. The family has a pet dog.

The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder promotes the welfare and learning needs of each child generally well, although some regulatory records are not maintained to reflect this. Children are cared for within safe boundaries and are supervised at all times. The partnerships forged with other professionals and parents contribute towards promoting the unique needs of every child. The childminder's capacity for maintaining ongoing improvement is satisfactory. She has started to identify strengths within her practice and areas for future development to promote effective outcomes for children.

What steps need to be taken to improve provision further?

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

- keep a record of accidents sustained by children (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 23/07/2010
- obtain written parental permission at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 23/07/2010
- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 23/07/2010

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

- update knowledge and understanding of current safeguarding children issues in line with the Local Safeguarding Children Boards procedures
- continue to develop the use of ongoing observational assessment to inform planning for each child's continuing development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded satisfactorily because the childminder has a sound understanding of the signs and symptoms of abuse. She keeps guidance on the different types of abuse but has not updated her knowledge and understanding to current requirements. She knows how to refer any concerns she may have to promote children's welfare needs. The childminder does not keep a record of the risk assessment, which is a breach of requirements. However, she does assess all risks within her home and for outings regularly and supervises children closely at all times. She involves children in learning about keeping safe and the measures in place help to promote their welfare at all times.

The childminder does not record minor accidents sustained by children and she does not currently gain written parental consent to seek emergency medical advice or treatment. These are breaches of regulation. The childminder does ensure that parents are fully informed of any accidents, which promotes continuity of care for the children. Therefore, the impact on children's welfare is minimised.

The childminder demonstrates a satisfactory commitment towards continuous improvement. For example, she has addressed the recommendations set at the last inspection and has attended some training courses to promote her professional development. The toys and resources available are accessible to children and promote their progress.

Equality and diversity issues are promoted generally well by the childminder. For example, she addresses the individual learning and care needs of each child and makes sure parental wishes are respected. A written policy is inclusive and promotes equality for all children. The childminder teaches the children about the differences between people in society. Toys and resources promote positive images of diversity and the learning experiences available are equally accessible to all children. This helps to promote an inclusive learning environment.

Systems for self-evaluation are developing. The childminder has attended related training, and is clear about the strengths and weaknesses of the provision. However, there is no clear method in place to demonstrate the effectiveness of all areas of the provision. Parents contribute to the evaluation process and their views are respected and acted upon. The childminder feels that she has improved children's meals, safety and supervision and physical activities since the last inspection. Future aims include improving children's experiences with messy play and ensuring her paperwork is well maintained to promote clearer outcomes for

the children.

Children benefit from the partnerships between the childminder and other settings they attend. Information on their progress is shared and children's experiences are taken into consideration when planning activities at the childminder's home. This helps to provide them with meaningful experiences and continuity of care.

The partnership with parents helps to support children's needs. Although not all the regulatory records are in place, other information is shared, including written policies and children's starting points and progress. Parents feel their children are very well cared for and value the experiences provided for them. They feel their children really enjoy attending, because the childminder offers them a good range of experiences. The partnership helps to ensure the needs of the children are known and addressed.

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

The childminder supports children's learning through interacting with them as they play. They are settled and enjoy her input. She asks meaningful questions to help children think and respond, for example, as they engage in small world play. She models how to complete tasks, such as, pressing out play dough, and observes as they follow her example. This helps children to attempt new challenges.

Children articulate their needs and ideas well and the childminder encourages them to repeat words, such as, 'hippopotamus' and 'antennae' as they discuss different animals. This helps to extend children's knowledge of the wider world and their language and communication skills. Children learn about the differences between people in society and books are used to help them discover information and enjoy stories.

Children enjoy being independent and are able to solve problems. This is evident as they work out that a ladybird has six spots, discover how to turn a torch on and off or try to fasten their own shoes. They enjoy physical exercise as they walk the dog, visit parks or confidently use the garden trampoline. They enjoy representing real life scenarios through their play, for example, by using a play dough pot as a telephone. They have access to experiences that cover all areas of learning and help them to develop skills necessary to their future learning.

The childminder's systems for observational assessment have not been updated for some time and, therefore, do not show how children are progressing. She does, however, informally plan experiences for children based on their current interests and abilities and through discussions with their parents and the other settings they attend. For example, children showing an interest in role play are encouraged to develop their creative skills. A toy toolkit is provided and they pretend to mend a broken down car, using a stair gate as the front of the car. This shows how children's interests are extended and their learning promoted.

Children demonstrate a sense of security in the childminder's care and they learn

about everyday measures to help keep themselves safe. This includes the childminder talking them through the emergency evacuation procedure and how to keep safe on outings. They understand concepts, such as, only pretending to eat their play dough creations because it is not safe to put this in their mouth. This means they are developing a sound understanding of safety concepts.

Children's good health is well promoted through plenty of physical exercise. The childminder holds a food hygiene certificate and encourages a variety of healthy eating options. This means that food is properly prepared and a nutritious range of meals are provided. Children learn about healthy eating through discussions with the childminder and visits to local shops. This helps to promote their awareness, for instance, as they choose food for lunch. Children with contagious illnesses remain at home and all children are encouraged to wash their hands at the appropriate times. The childminder uses appropriate cleaning solutions for wiping down surfaces. These measures are effective in helping to prevent the spread of infection.

Children are well behaved and respectful towards the childminder. They respond well to praise and encouragement and the childminder models good manners to help to promote their understanding. The strategies in place for behaviour management help to promote children's positive behaviour 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

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| 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

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| 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 | 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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| 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

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| 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 | 2 |
| 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:

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 (Records to be kept) 23/07/2010

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 (Records to be kept) 23/07/2010