

Inspection report for early years provision

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Inspection date	14/05/2010
Inspector	Liz Margaret Caluori
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 1988. She lives with her partner and three adult sons in Staplehurst, Kent. The whole ground floor and a bedroom and bathroom on the first floor are used for childminding. 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 three may be in the early years age group. She is currently caring for four children under eight, including two who are in the early years age group. All children attend on a part time basis. The childminder also provides care for one child who is over eight years.

The childminder is a member of the National Childminding Association and is able to walk to local schools and playgroups to delivery and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and feel secure in the childminder's home. They take part in activities which they enjoy and which are generally effective at promoting their all round development. The childminder is committed to ongoing improvement and is seeking support to develop her working practices to more fully reflect the requirements of the Early Years Foundation Stage (EYFS). Children benefit from the warm, friendly relationships the childminder maintains with their parents, carers and other professionals. However, effective systems are not yet in place to share information specifically relating to the progress that children are making.

What steps need to be taken to improve provision further?

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

- make available to parents a written statement that provides details of the procedure to be followed if they make a complaint in writing or by email (Safeguarding and welfare) (also applies to both parts of the Childcare Register) 11/06/2010

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

- enhance the arrangements for assessing children's development by more closely monitoring the rate at which they are making progress
- review the systems for identifying the next steps for each child to be more specific and to include input from parents and carers
- ensure that written records are maintained of all accidents about which it is

considered necessary to inform parents and carers and to include details of existing injuries

- investigate ways in which to provide opportunities for children to use IT equipment
- communicate with other professionals involved in delivering the EYFS to the children to enable information about their developmental progress to be shared in order to provide co-ordinated and consistent care.

The effectiveness of leadership and management of the early years provision

The childminder has appropriate procedures in place to promote children's safety. She undertakes risk assessments in order to identify potential hazards and takes prompt action to remedy any concerns. The childminder demonstrates a satisfactory understanding of her responsibilities in relation to child protection and is confident in her ability to identify the potential signs and symptoms of abuse. Household members over the age of sixteen are appropriately vetted ensuring their suitability to be around children.

The home is organised well to enable children to have free space to play and to have good access to the garden. The childminder is committed to providing children with the best possible service but has yet to become fully comfortable with all aspects of the EYFS. For example, she has introduced recording systems to help her to monitor children's progress but recognises that these need to be refined in order to be fully effective. Observations are made to determine children's likes, dislikes and stages of development. However, the next steps identified for each child do not relate specifically to the EYFS and have a tendency to be somewhat general. In addition, the current arrangements do not support the childminder to monitor the rate at which children are progressing to ensure that they are being appropriately challenged.

The childminder takes time each day to share information verbally with parents and carers although this does not generally relate specifically to the progress their child is making. Parents and carers are not generally included in goal setting for their child. The childminder provides a range of written policies and procedures but does not have a thorough understanding of the way in which she should deal with a written complaint should one be received from a parent or carer. As a result, she is unable to provide them with the required information about the process to be followed. The childminder has experience of working with a range of professionals in order to meet the needs of children. However, she does not have arrangements in place to routinely share information about children's progress and development with other EYFS providers involved in caring for the children throughout the week. As a result, she is unable to ensure that care is consistent and co-ordinated.

The childminder is currently working towards a level 3 childcare qualification and has attended a range of short training courses since her last inspection. She has yet to undertake any significant self-evaluation other than to identify a need to obtain additional support to help her address some weaknesses in her practice. She is working with a mentor and this proactive attitude indicates a commitment to

continual improvement. The childminder maintains the required records relating to the children in her care including their personal details, registers of attendance, accident and medication records. These are generally well ordered although accident records are only maintained for the very few incidents which result in a mark or bruise. The childminder does not routinely record the more minor accidents although she does inform parents verbally.

Children's individual personalities are respected and the childminder adapts activities to ensure that they are accessible to all of the children present. She has a good understanding of each child's personality and preferences and uses this to plan activities which they will find appealing. Children are given adequate support to understand and respect diversity. They have access to a limited selection of toys and resources which promote positive images of people from throughout the community.

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

The childminder is successful in her aim to provide a homely environment where the focus is on playing and having fun. Whilst she lacks a fully effective system for monitoring children's progress, she provides activities to cover all areas of their learning. As a result, children are making satisfactory progress in their development. They are particularly well supported to develop their physical skills. They play in the childminder's garden and also enjoy very regular visits to the local park to play on the fixed equipment. In addition, they take part in nature walks which also help them to learn about the natural world.

Children chat happily as they play and spend a lot of time laughing and joking. They have access to a good range of construction resources and are very imaginative, for example, working together to create a large and complex tarantula. They also have some opportunities throughout the week to engage in arts and crafts activities and to practice their reading and mark-making. The childminder does not currently have any resources available to support children to develop their IT skills.

Children are developing positive self-esteem in response to the childminders warm, caring and good humoured manner. They approach her readily for attention and are confident to express their opinions and to share stories from home. They demonstrate a good awareness of the routines and boundaries in place and confidently explore their environment. They are also given a good level of support to learn how to protect themselves, for example, they learn about safe road crossing.

The childminder understands the importance of promoting children's health through providing a hygienic environment and good opportunities for them to play in the fresh air. They are taught to wash their hands after using the toilet and before eating. The childminder also supports them to learn about good nutrition. Past activities include growing carrots in an effort to engage their interest in eating vegetables. Children have constant access to water.

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	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

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:

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 (Procedures for dealing with complaints) 11/06/2010

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 (Procedures for dealing with complaints) 11/06/2010