

## Inspection report for early years provision

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<b>Unique reference number</b>	EY232125
<b>Inspection date</b>	04/05/2010
<b>Inspector</b>	Lara Hickson
<b>Type of setting</b>	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 2001. She lives with her husband and three children aged 16, 11 and six in Dartford, Kent. The whole of the ground 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 five under eight years, of whom, three can be in the early years age group. She is currently caring for three children in the early years age group and one older child, all on a part time basis. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder walks or drives to local schools to take and collect children and attends the local toddler group and Children's Centre.

The childminder is a member of an approved childminding network and is a member of the National Childminding Association (NCMA). She holds an NVQ level 3 qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder effectively promotes children's welfare and learning through her knowledge of the Early Years Foundation Stage. Children enjoy a wide range of toys and activities that enable them to progress well within the six areas of learning. The childminder meets children's individual needs effectively through her comprehensive records on individual children as well as her understanding of how children play, learn and develop. The childminder has self-evaluation systems in place to look at how her childminding setting is operating and alters systems regularly to further enhance the service she is offering. The childminder demonstrates capacity for improvement as she has completed past recommendations and has attended further courses to extend her knowledge. Comprehensive observational assessments of children's learning and development are in place and these are used to inform future planning.

## **What steps need to be taken to improve provision further?**

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

- update complaints procedures to include new contact number and address for Ofsted
- continue to extend opportunities for children to participate in child led art and craft activities

## **The effectiveness of leadership and management of the early years provision**

The childminder has created a very warm and welcoming home with welcome and hello posters in a variety of languages at the main entrance. The home setting is safe and well maintained with safety gates in place to restrict access to the stairs, front door and kitchen areas. Children are able to independently select activities and resources from a wide range of toys and equipment which meet British Safety Standards. The childminder carefully monitors and supervises children's choice of toys and activities to ensure that they are safe and appropriate for their age and individual stage of development.

The childminder identifies and minimises risks for children within the home setting, garden area and on outings in local community. This means that children are able to move around safely, freely and independently. The childminder helps children to understand how to keep themselves safe, for example, when on outings she reinforces the safety messages for crossing the road safely and introduces children to the concepts of stranger danger. Effective fire safety precautions are in place and displayed in the home setting. The fire evacuation procedure is practised on a monthly basis with the children to ensure that they are all aware of the procedure to follow in the event of a fire or emergency. Children are effectively protected from harm and abuse in the setting because the childminder clearly understands her responsibility to record and report any concerns regarding abuse or neglect. She demonstrates a good understanding of the different signs of possible abuse/neglect and has the appropriate guidance and contact numbers available.

The childminder regularly reflects on her practice to ensure that outcomes for children are effectively met. Where required she changes or makes additions to her systems to improve outcomes for children. Since the introduction of the Early Years Foundation Stage the childminder has been continually improving on her observation and assessment systems. The current system she uses provides all the information required to identify progress and the next steps of development in each area of learning. Previously she recorded progress in daily diaries but now has separate observation folders for each child with photographic evidence as well as samples of art and craft work. The childminder has identified areas of strength and areas that she would like to develop further within her setting to improve outcomes for children. All previous recommendations have been met effectively which shows the childminder's capacity and willingness for future improvement.

Documentation is maintained to a good standard and is available for inspection. A range of policies and procedures are in place and these underpin the childminder's practice. Some of the policies require further information such as the safeguarding policy which currently does not include the procedure to follow if an allegation is made against the childminder or a family member. The childminder maintains very good relationships with parent/carers and exchanges information about their child's day upon collection. Observation folders are available for parents to look through at any time and these highlight how children are developing and progressing in all areas of learning. Parent questionnaires are extremely complimentary of both the childminder and the service she provides. Comments

include, 'excellent service, I am extremely happy with the care my children receive', and 'my child is happy at your setting because of the friendly and playful environment'.

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

The childminder demonstrates a very good understanding of the individual needs of each child in her care. She has developed positive relationships with the children and as a result they are happy, settled and confident within the childminding setting. Partnership with other settings has been effectively established and the childminder provides parents with a beneficial link between home, nursery and school. These partnerships clearly benefit children's development as the childminder discusses progress and development with parents and other professionals delivering the Early years Foundation Stage.

The childminder demonstrates a very positive approach towards inclusion and diversity within her setting. Children are offered a range of resources and activities that reflect positive images of diversity including some reflecting disability. The childminder also offers children a range of nutritious meals and snacks from around the world. Favourites include Jellof rice, lasagne, stir fry chicken and chicken with rice and peas. The childminder helps children to understand different cultures and festivals through the celebration of different cultural days throughout the year such as Ghanaian Independence day, Chinese New Year, Divali and Shrove Tuesday. The childminder demonstrates a positive attitude of special educational needs and works closely with parents and other agencies delivering the Early Years Foundation Stage to meet the individual needs of children in her care. She has experience of caring for children with varying cultural, linguistic and religious backgrounds and ensures that child record forms include all the information she requires to be able to meet each child's unique needs appropriately.

Children enjoy a range of activities and resources within the setting and these cover the six areas of learning. Additional outings to parks, the library and visits in the local community enhance children's learning and development further. Although a range of different art and craft activities are available for children to enjoy these are often adult directed rather than child led.

The childminder has a very positive attitude toward managing behaviour and encourages children to behave appropriately in her care through gentle reminders and activities that develop sharing and turn taking skills. Age appropriate strategies are used to develop appropriate behaviour. The childminder develops children's confidence and self esteem through the praise and support that she provides. For example, a star reward system helps the children to recognise when they have made a positive contribution to the setting.

Children's medical needs are effectively met. The childminder has an up-to-date paediatric first aid qualification, ensuring appropriate first aid is provided in the event of an accident. A home first aid kit is available and easily accessible and a separate first aid kit is kept in the car. The childminder has devised policies and

procedures for the administration of medication, for medical emergencies and for dealing with sick children. These have been discussed and agreed with parents and because the childminder has developed a clear procedure to follow in the event that a child needs hospital treatment, their health is promoted effectively.

Children are beginning to understand the benefits of a healthy, nutritious diet. They help themselves to their own cups of water throughout the day and are able to identify when they feel thirsty. At snack time they enjoy helping themselves to raisins, banana, apple and breadsticks and discuss what they like best. The childminder takes account of the individual dietary requirements of each child together with the wishes of their parents to provide nutritious meals and snacks that appeal to the children and meet their dietary needs. She provides sample menus to parents and meals include a wide selection from around the world taking into consideration any allergies, food intolerances, cultural and religious requirements. The childminder follows the 'Change 4 life' programme and has involved children in helping her to prepare meals from the nutritious recipes included.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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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