

Inspection report for early years provision

Unique reference number	EY333848
Inspection date	24/05/2010
Inspector	Jane Wakelen

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 2006. She lives with her husband, one adult child and one teenager in Sittingbourne, Kent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family have two cats, several reptiles and a bird of prey as pets.

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 three children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from a local school. She attends the local parent/toddler group. She is also a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a warm, friendly environment where they have access to a suitable range of resources and toys. The childminder has a good understanding of children's individual personalities and needs, and uses this knowledge to support their learning and development by implementing the Early Years Foundation Stage. The good relationship with the parents supports children's well-being and ensures they receive continuity of care. The childminder has not carried out a self-evaluation of the service she provides and as a result, has not implemented all the required documentation required by the Early Years Foundation Stage.

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 have a complaint (also applies to both parts of the Childcare Register) (Safeguarding and promoting children's welfare) 11/06/2010
- implement an effective safeguarding children policy and procedure (also applies to both parts of the Childcare Register) (Safeguarding and promoting children's welfare) 11/06/2010
- improve the record of risk assessment so that it includes all relevant information including assessments of risks for outings and trips (Suitable premises, 11/06/2010

environment and equipment).

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

- continue to develop the observation, assessment and planning system to ensure every child receives challenging and enjoyable learning and development experiences that are tailored to meet their individual needs
- ensure full information is obtained regarding written permission for the administration of medication
- implement a system for self-evaluation to identify the strengths and weaknesses in the provision to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has a satisfactory understanding about safeguarding children in her care, although she does not have a written policy and procedure available to share with the parents. She understands the procedure to follow and who to contact should she have any concerns for children in her care. The childminder carries out risk assessments of her home and garden and is aware of hazards within her home. She has put measures in place to minimise these, for example, locks on cupboard doors and socket covers are in place. However, the written assessment does not contain all the relevant information required by the Early Years Foundation Stage. Children are reminded about keeping themselves safe when using the stairs and using the step from the living room into the conservatory. All adults living in the home have been vetted by the Criminal Records Bureau to ensure their suitability to be with the children, thus protecting their safety.

All children are welcomed into the childminder's home and are treated with respect and valued as individuals. The childminder knows the children exceptionally well and ensures their individual needs and routines are catered for. She provides positive images of diversity in the available resources and ensures children are given factual information to ensure they understand and respect differences of other people in society. Children learn about their local community and the wider world through outings and attending local childminding, carer and toddler groups.

Children move around freely in the downstairs of the childminder's home accessing the different resources and toys which are stored at the children's level. All the toys are in good condition, well maintained and suitable for the ages and stages of children attending the setting.

The childminder builds good, professional relationships with the parents and ensures they are kept fully informed about their child's daily routine through verbal communication. Parents have access to their children's assessment records when they request them and are able to contribute to this process if they would like to. Parents are happy with the care the childminder offers to the children and support her role by giving written permission for aspects of care, such as applying sun

cream or travelling in the childminder's car. This ensures children's well-being is fully supported. The childminder is aware of the requirement of the Early Years Foundation Stage to liaise with other providers and carers who care for the children to exchange information to meet children's individual needs. However, this is not yet fully established.

The childminder has not carried out a system of self-evaluation and has not identified weaknesses or strengths in her provision. This impacts on the continuous development of the provision, resulting in some areas not fully promoting children's welfare. For example, the planning of activities to ensure children are being extended in their learning and the written risk assessment does not contain all of the relevant information. There are several documents not in place, such as the complaints policy and safeguarding policy which are requirements of the Early Years Foundation Stage.

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

Children are happy and settled in the childminder's care and have a good relationship with her and her family. They happily sit with the childminder and her husband for a cuddle, or approach the childminder for a drink or help with a particular toy. She responds with a smile and happily gives them cuddles and reassurance. A suitable range of toys and resources are accessible and children confidently make choices about what to play with. They are encouraged to be independent, sitting themselves at the table to draw or helping themselves to different resources from the drawers. They move around the home confidently, chatting to the childminder or informing her about the behaviour of one of the others. However, the majority of play is child-led, with little extension to activities offered by the childminder.

The childminder talks to the children about what they are doing and asks open-ended questions, helping children to sequence events. Children respond, either in sentences or the younger children with some familiar words and babble, learning the skill of conversation. They have access to a range of books and enjoy the small world toys, such as the dolls house. The baby is given appropriate toys to play with, including a play gym to ensure he is stimulated, although he has few toys that are made of natural materials. The childminder gives lots of eye contact and facial expressions when she is talking to the baby, supporting his communication skills. Children attend childminding groups with the childminder, accessing a variety of resources and learning how to play in large groups, taking turns and sharing the toys. They have opportunities to play in the garden with the sand or visit the park and use the play equipment. Art and craft activities are offered, usually at the group sessions, including icing biscuits and playing with dough.

Children learn about hygiene routines because the childminder reminds children about washing their hands after using the toilet and before eating. She ensures children have access to regular drinks and opportunities to benefit from fresh air and exercise, using a range of large play equipment in the park. Children are encouraged to clean their teeth after eating, learning about the importance of self-

care routines to support a healthy lifestyle. They begin to develop an understanding about keeping themselves safe as they are reminded about holding on to the hand rail when using the stairs, or stepping into the conservatory down the little step. The childminder ensures her home is safe for children to play in and ensures measures are in place to protect the children, such as the metal grill over the pond in the garden.

Children are set clear boundaries while in the care of the childminder, helping them to gain an understanding of acceptable behaviour. They are given lots of praise and encouragement which helps to raise their self-esteem and confidence. For example, the childminder praises the children for their colouring, and for counting to three using their fingers, when talking about how old they are. Children are encouraged to play together, saying sorry if they hurt each other and learning to share. Children are able to begin to develop skills for their future, practising their literacy and numeracy skills through play and learning about technology within the home. The childminder has a clear understanding about promoting their independence to support their transition into school.

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	3
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	3
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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	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 (Arrangements for Safeguarding Children) 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