

Inspection report for early years provision

Unique reference number	EY343938
Inspection date	30/06/2010
Inspector	Janette Mary White

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 family in Dartford, Kent. All areas of the property are used for childminding and there is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has two guinea pigs, a dog and a cat.

The childminder is registered to care for a maximum of five 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 caring for two children in this age group. She also offers care to children aged over eight years to 11 years. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of each child's individual needs. Overall there are policies and procedures to ensure children are safe and their learning is effectively promoted. Children enjoy the opportunities to choose from a wide range of toys and equipment including resources reflecting the world around them. This contributes to their future well-being. The effective partnership between with parents and the childminder plays a part in promoting children's development and ensuring consistency of care. This helps children to make good progress and promotes their welfare and development. The childminder is continuing to develop her systems to foster links with outside agencies. The childminder has a good capacity for regular self-evaluation which identifies priorities for future development. This results in a provision which actively responds to the needs of all the children and parents.

What steps need to be taken to improve provision further?

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

- continue to develop the use of ongoing observational assessment and match observations to the expectations of the early learning goals to inform planning for each child's continuing development
- ensure details of any medication administered are recorded in the child's individual medication records.

The effectiveness of leadership and management of the early years provision

The childminder has effective safeguarding procedures and she has a good range of written information. She has a competent understanding about child protection

issues should she have any concerns about a child. The childminder has a child protection policy with details regarding the relevant agencies, although the process for allegations of abuse made against the childminder or visitors is not clearly identified. The parents provide prior written consent to administer medication and the childminder has implemented a system to confidentially record any medication given. However, not all the details are recorded on the child's individual 'medication record sheet'. The childminder records all accidents in a book, which produces a carbon copy, although sometimes not all the details are noted, such as the date and time of the incident. The childminder holds an up-to-date first aid certificate which ensures appropriate first aid care is given to the children. The childminder effectively extends children's understanding of how to keep themselves safe, such walking on the inside of the pavement away from the road and 'stranger danger'. The childminder actively promotes the children's care and well-being. She ensures the welfare of every child remains a priority. For example, she maintains detailed risk assessment reports of her home environment and when on outings. In addition, she has implemented a system to ensure that children's essential records are readily available at all times including written permission for any emergencies. As a result, she ensures that she can take the appropriate action, and the equipment and play areas are safe and suitable for each child.

The childminder has a good understanding of equal opportunities. She supports children's understanding through discussion and the activities as they develop a positive awareness of diversity which is rooted in the childminder's everyday practice. For example, she has extended her resources reflecting diversity. Children are encouraged to develop good social and communication skills. They are treated individually and the childminder supports each family according to their specific circumstances. All children are valued and treated with equal regard and no child is disadvantaged. The childminder keeps herself up-to-date by attending child care courses. She has a good understanding of self-evaluation in order to maintain her continuous improvement. The childminder completed her self-evaluation form online and highlights areas to improve in the future. She is committed to improving her practice as she completes an action plan for future targets. The childminder provides parents with information on her policies, such as equal opportunities, behaviour management, child protection and complaints. Contributions from the parents are valued and used to support children's ongoing development. This input successfully supports the needs of each child helping them to reach their full potential. Both the parents and children completed a recent questionnaire on the service the childminder provides. Parents comment that they are happy with the care, and the children say they enjoy the activities and the exciting outings. The childminder uses the space and resources well to capitalise on children's learning potential. For example, toys and resources are freely available, and the furniture and equipment is suitable for children of all ages and stages of development.

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

Children enjoy being with the childminder and demonstrate a close relationship with her. They appear comfortable and show signs of feeling safe. For example, they hug and stay close to her when strangers are present. The childminder

continually talks to them explaining what she is doing, making eye contact and offering reassurance. She is aware of their routines and signs of tiredness. Children respond well to the childminder's input and she is responsive to their non-verbal communication as they show her the toys they wish to play with. Children's initial starting points together with their interests are used in the planning for every child. The childminder continues to build on each child's current interests and abilities together with the parents. She demonstrates her understanding of building effective links with other agencies, such as schools and pre-schools. The childminder has a good understanding of the Early Years Foundation Stage requirements and supports children's welfare and learning well. She is continuing to develop her system to record observations on children. Nevertheless, these are not always linked to the early learning goals and do not always identify the next stage in their development and learning. The experiences and routines in place all contribute towards helping children develop the necessary skills for their future economic well-being. From the records and the evidence gathered children are making consistent progress in the Early Years Foundation Stage.

The provision of toys and experiences cover all areas of learning. There is a good range of stimulating interactive toys and resources to gain their interest, and to foster their problem solving skills. Children are able to freely choose from the accessible resources. Nevertheless, some storage containers are not labelled with pictures and words to fully promote independence and self-selection. The childminder asks imaginative questions to engage the children and help them to think their way through a problem. This encourages children as they develop their confidence and communication skills. Children are taken on regular walks or to the local park. They have daily opportunities to be outside in the garden which encourages them to be active. The childminder describes her procedures for crossing roads safely and hand washing. She has implemented a system for children to use individual towels, although this system is not in place in all the downstairs cloakrooms. The childminder is well organised and encourages children's understanding about concepts that help them to become aware of environmental issues. Children use recycled materials to make junk models or by separating waste products into different recycling bins. Children's creativity is fostered and their art work is valued and posters in words and pictures help them understand about healthy foods or how they feel. For example, the smiling face poster helps them express their feelings. Children are offered a range of healthy foods and weekly menus are displayed. The childminder promotes fruit or vegetables through her five-a-day policy. All children sit down to a cooked meal using fresh produce and the childminder uses this time to promote discussions, such as what is 'good for you' to eat or how they evacuate the premises in an emergency.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

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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	2
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: Met

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