

Inspection report for early years provision

Unique reference number	EY321425
Inspection date	23/09/2010
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.

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Description of the childminding

The childminder was registered in 2006. She lives with her daughter, aged 16, in Whitstable, Kent. The whole of the ground floor of the childminder's house is used for childminding and the bathroom upstairs. There is a fully enclosed garden for outside play. She has a cat, rabbit, tortoise and gerbils.

The childminder is registered to care for a maximum of four 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 walks to local schools to take and collect children. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder understands each child's individual needs and ensures their welfare and learning are well promoted. Children play in a safe, secure environment because the childminder ensures hazards are identified and minimised. The childminder works in partnership with the parents and other professionals working with the child to ensure they make good progress in their development and share relevant information. The childminder has carried out a self evaluation of her practice and has identified her strengths and areas to develop to improve outcomes for children.

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 observation and assessment process to ensure all areas of learning are given equal consideration
- ensure the indoor environment contains resources which are accessible for all children to enable them to make choices for all areas of learning

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding about safeguarding children and has all the necessary documentation in place. She has a written safeguarding policy which is shared with parents and details her role and responsibilities towards the children in her care. The childminder has attended training in child protection and is

confident in her understanding about implementing her policy effectively. She carries out risk assessments of her home, both indoors and outside, including outings to identify any hazards. She then puts measures in place to minimise any concerns. For example, a stair gate is in place at the bottom of the stairs and a password system is used for the same collection of children.

Equality and diversity are well promoted within the childminder's setting. The childminder knows the children in her care well and understands their individual needs. She ensures she obtains all the necessary information regarding their culture and religion and also takes into account parental wishes and expectations. All children have equal access to the available resources and learn about diversity in their community through positive images in books and posters. The childminder ensures a selection of resources are made available to children on a daily basis, rotating these to meet children's preferences and interests. Unfortunately, due to limited storage children cannot access or view all the available resources.

The childminder understands the importance of working in partnership with parents and shares the necessary documentation with them, such as policies. Parents give written consent for aspects of care, for example outings, application of sun cream and observations. Parents are happy with the care that their children receive and write letters and references to express their appreciation. They have opportunities on a daily basis to share verbal information with the childminder and the use of contact books, ensures all relevant information is exchanged to meet children's individual needs. The childminder shares information with other carers working with the children in her care, with consent from the parents. Consequently, children are able to make good progress towards the early learning goals.

The childminder has completed a self-evaluation of her practice and has a good understanding about the strengths of her provision and the areas she needs to develop. She is confident about the care she wants to provide and deliver to promote children's learning and development. The childminder has attended several courses to further her knowledge and views this as an on-going area to develop.

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

The childminder has a good understanding about the Early Years Foundation Stage requirements and implements this effectively to ensure children make good progress in their learning and development. The childminder selects a variety of toys and resources and makes these easily accessible in the downstairs of her home, taking into account children's likes, dislikes and interests. However, at present the childminder does not have a system in place to ensure all areas of learning are given equal consideration. This results in some areas of learning not being observed or planned for as much as other areas. The childminder interacts with the children, asking open-ended questions to encourage their thought

processes and supporting their understanding. Children enjoy use the playdough making 'play teeth' for the dentist mouth and happily explain what happens to the teeth if they eat too much sugar. They develop their knowledge of the natural world, helping with the family pets and filling the bird feeders to hang on the trees in the garden. Children have daily opportunities to develop their skills with numeracy, for example, counting strawberries, cutting them in half and dividing them into the different jelly moulds. The childminder skilfully encourages children to use numbers and their knowledge of sounds and letters in everyday routines, supporting their understanding and confidence. Books are regularly shared with children, using a good range, with favourites such as the 'big' books. Children help to read the story, using the pictures and repeating the phrases of well-known and loved stories. A feely alphabet hangs on the door made by the childminder and children, encouraging them to sight recognise the letters and remember the sounds.

Children are encouraged to follow a healthy lifestyle with regular opportunities to go for walks to the beach, park and woods. They walk to and from the school on a daily basis, benefiting from the fresh air and exercise. The television is not encouraged, to help children make choices of more active activities, such as using the trampoline in the garden, thus supporting a healthy lifestyle. Children have fresh fruit for snacks and eat meals at the table, learning good table manners and the importance of healthy eating. The childminder is aware of any food allergies or dietary requirements which she adheres to. Children use their own hand towel and are encouraged to wash hands before eating and after using the toilet, with children understanding they need to 'wash the germs away'. The childminder has permission from the parents to seek professional advice or treatment for the children in an emergency. She has a first aid certificate and records all accidents, notifying the parents, thus fully supporting children's well-being.

Children learn about keeping themselves safe and about hazards in their environment from guidance and support from the childminder. She talks to the children about road safety, stranger danger and about hazards such as sharp knives. Children are able to take small risks in a controlled environment, for example using the knife to cut the strawberries, learning how to keep themselves safe by holding the knife correctly. Children learn the importance of wearing sun cream when playing outside in the sun and about not answering the front door. Children use small steps to reach the sink in the kitchen and are reminded about holding on and not leaning to ensure they do not fall. Children are able to talk about dangers and can name people who can help them, such as the police. The childminder has secure procedures for the arrival and collection of the children and uses a password system if an adult is collecting in an emergency for the parents, whom the childminder has not met before.

Children are welcomed into the childminder's home and encouraged to settle into the friendly, calm environment. The childminder obtains all relevant information about the child from the parents, to ensure she can meet their individual needs. Children are treated with respect, kindness and as an individual allowing them to flourish and develop to their full potential. Children behave well in the childminder's home and understand the house rules. Children learn about treating each other with respect and accepting each others differences, with support from

the childminder. She offers children praise, encouragement and support to try new experiences, build relationships with each other and learn about their local community, helping to raise children's self-esteem, confidence and understanding.

Children have daily opportunities to develop their literacy, communication and numeracy skills. They begin to recognise familiar letters, words and sounds in their environment and show excitement when they can remember the repeating phrases in familiar books. Children are confident to ask questions and learn about the natural world and their environment through means of technology, books, observations and outings. They develop good communication skills and learn to listen and ask questions supporting their development of skills for their future.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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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