

Inspection report for early years provision

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Inspection date	27/09/2010
Inspector	Lara Hickson
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 partner and two children aged 11, eight and six years in Gravesend, 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 four children under eight at any one time, of whom two can be in the early years age group. She is currently caring for two children in the early years age group and two older children, 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. The childminder attends the local parent/toddler group and children's centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the childminder's warm, welcoming home. They are making good progress towards the early learning goals due to the childminder's knowledge of the Early Years Foundation Stage and her understanding of their individual stages of development. She has a range of resources and plans activities in the indoor and outdoor environments within her setting and in the local community that cover the six areas of learning effectively. Partnership with parents is good and the childminder uses a variety of ways to inform them of their child's progress and development. The childminder has self-evaluation systems in place to look at how her childminding setting is operating and to identify areas for further development that will enhance the service she is offering. The childminder demonstrates a capacity for improvement as she has completed past recommendations and has attended further courses to extend her knowledge.

What steps need to be taken to improve provision further?

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

- continue to build upon partnerships with other settings delivering the Early Years Foundation Stage to promote the continuity of learning and development for children
- ensure all policies and procedures individual to the setting are in line with the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of safeguarding children procedures. She is clear about her own role and responsibilities with regards to recording and reporting any concerns of abuse and/or neglect. The childminder has attended recent safeguarding children training to refresh her knowledge. Although a written safeguarding policy is in place it refers to the Area Child Protection Committee and is to be amended to Local Safeguarding Children Board procedures following discussion with the childminder. Children are encouraged to feel and keep safe in the setting through gentle reminders of appropriate behaviour. For example, the childminder reminds children that climbing on the settee or sitting on a chair inappropriately may be a danger and reinforces the appropriate behaviour they should follow. During outings in the local community the childminder reinforces safety messages for crossing the road safely and introduces children to the concepts of stranger danger at a level appropriate to their level of understanding. An effective collection procedure is in place to ensure children's safety. For example, the childminder will only release a child to a person authorised on their child record form unless notified of a change in advance. The home setting is safe and well maintained and regular risk assessments ensure that risks are identified and minimised within the home setting, the garden area and on outings in the local community. This enables children to move around safely and independently.

Self-evaluation procedures are effective in raising standards within the childminder's setting. The childminder regularly reflects on her practice to ensure that outcomes for children are being met. For example, review meetings are used to discuss childminding practices and changes are made as a result. Times of operation have been amended recently as a result of feedback received from parents. Children's viewpoints are taken into consideration through informal discussions regarding favourite activities and from the childminder's observations of their play. The childminder is planning to reintroduce parent questionnaires and will use information gained from these to improve her setting further. Risk assessment reviews ensure that any hazards are identified and minimised thus promoting children's safety.

The childminder works in partnership with parents to ensure children are happy and settled within her provision. For example, she plans settling in sessions in consultation with parents to enable each child to feel confident and secure within the setting as soon as possible. Starting points are discussed with a child's parents and this together with the childminder's own initial observations enables her to plan activities appropriate to each child's stage and individual interest. The childminder generally provides verbal feedback to parents upon collection although introduces contact books for babies and younger children as required. Developmental profiles are maintained for each child and include observations, examples of children's art and craft and a range of photos of children enjoying a variety of activities in lots of different settings and environments. Parents are invited to attend a review meeting every six months where they have the opportunity to discuss their child's progress and development and any concerns

that they may have. The childminder values parents' contribution to their child's learning and development. She is beginning to build partnerships with other settings delivering the Early Years Foundation Stage that children attend.

The childminder demonstrates a strong commitment towards promoting inclusion within her setting. For example, she ensures that comprehensive details of each child's individual needs are recorded on child record forms. Children's different cultural and religious backgrounds are respected and promoted through the celebration of a variety of festivals throughout the year. For example, children enjoy celebrating Chinese New Year, African Independence Day, Pancake Day, Diwali and Easter. The childminder organises activities within her setting and incorporates food from around the world into these celebrations. Children have opportunities to dress up in different costumes and to participate in African drumming and musical instrument sessions.

Documentation is maintained to a good standard and is available for inspection. A range of policies and procedures are in place and underpin the childminder's practice. Some of these policies require updating as they still refer to the National Standards.

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

Children are making good progress in all areas of their learning and development and are happy and settled within the childminder's warm, family orientated home. Effective settling in sessions enable children to settle quickly and confidently, developing good relationships with the childminder. Children are supported and encouraged by the childminder asking open ended questions to extend their vocabulary and learning opportunities. For example, one child enjoys looking through a simple science book and is encouraged to understand concepts of recycling and disposing of rubbish appropriately. He enjoys activities where he has to answer questions and the childminder aids the activity by reading out the questions and supporting the child to decide upon the correct answer.

The childminder has developed a simple observation and assessment system which demonstrates how children are progressing within the six areas of learning. She clearly highlights the next steps for each child's development and uses these observations to aid further planning. The childminder discusses all aspects of a child's individual needs and development at the initial meeting and uses this as a starting point to plan activities that children will enjoy and which are relevant to their particular stage of development. The childminder demonstrates a very good understanding of how children learn and develop and is aware of individual characters and interests. Information regarding children's progress and development is shared through daily verbal feedback, although parents also have the opportunity to look through their child's personal developmental profile. Photos and examples of children's art and craft work are used to show parents the different activities the children have the opportunity to participate in. The childminder is beginning to establish links with other settings delivering the Early

Years Foundation Stage. She exchanges some verbal feedback with staff at local nurseries and pre-schools.

The childminder demonstrates a positive attitude towards managing behaviour and encourages children to behave appropriately through gentle reminders and through activities that develop social skills such as sharing and turn taking. For example, children use a timer system on the trampoline to ensure that they can all enjoy the activity and have equal opportunities for a turn. This enables children to take responsibility for their actions and decreases inappropriate behaviour. The childminder develops children's confidence and self-esteem through the praise and support she provides. Children have good opportunities to develop their independence and self-help skills. For example, they are able to choose activities from the range available and these are organised at a low level to allow self-choice. The childminder has supported children to learn about the importance of good hygiene skills and children independently wash their hands prior to meals and snacks and after using the bathroom.

Children's health and general well-being is promoted well within the setting. For example, there are daily opportunities for physical play and fresh air both within the setting and at local parks where children can develop their climbing and balancing skills further on more challenging equipment. The childminder provides children with a healthy, well balanced menu and ensures that water is accessible for children to independently select throughout the day. The childminder has discussed individual requirements regarding diet and sleep routines with parents. The childminder has an up-to-date paediatric first aid qualification, ensuring appropriate first aid can be provided in the event of an accident.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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