

Inspection report for early years provision

Unique reference number	EY342584
Inspection date	26/10/2010
Inspector	Mary van de Peer
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 registered in 2006 and lives with her husband and three school age children in Charing. All areas of the premises are used for childminding except for their older child's bedroom. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom three may be in the early years age group. The childminder is situated within walking distance of a school, pre-school, toddler group, shops and park. The family has two pet dogs that are mainly kept separate from children's play areas. There is also a covered garden fish pond. The childminder holds the Diploma in Pre-School Practice childcare qualification and is a member of the National Childminding Association. The childminder receives support from the local authority. The childminder is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder ensures she provides a variety of suitable activities and experiences for children and the environment is safe and welcoming to all children. The childminder recognises the need to use reflective practice to help identify her strengths and priorities for future development. The childminder engages with parents by providing appropriate verbal feedback on their children's time with her. However, the written policies and procedures available require updating. Children are looked after within safe boundaries and are well supervised at all times. Overall, a caring and welcoming service is provided.

What steps need to be taken to improve provision further?

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

- review the quality and accuracy of some of the information available for parents, for example, update some of the policies and ensure contact details for Ofsted are correct
- review the regularity at which the emergency evacuation procedure is practiced and use the risk assessment process to identify any problems and how they are minimised, to help promote further children's ability to keep themselves safe
- increase the resources that provide children with positive images of people's differences and of the world around them.

The effectiveness of leadership and management of the early years provision

Children are safeguarded satisfactorily. The childminder has sufficient knowledge and understanding about possible signs and symptoms of abuse. She keeps some relevant information to hand and knows what to do in the event of a concern. The children's welfare is a main priority. Risk assessments carried out and recorded are adequate, although the emergency evacuation procedure has not been regularly practised and monitored. The childminder has maintained her first aid training, also attending other workshops to help the promotion of children's well being. The childminder maintains her records and paperwork to a satisfactory level, helping ensure she has all the required information on every child in her care.

Children benefit from the childminder's experience in child care settings and training attended. She has a positive attitude towards improving her practice to continue to meet their welfare and learning needs. The childminder has not reviewed her policies and procedures recently, resulting in some information not being up to date. She engages with parents daily and follows parents' wishes to ensure their children's needs are met. Previous recommendations from the last inspection have been met. The individual needs of every child and their family are addressed and the childminder is able to promote the differing needs of different ages of children appropriately. There is a range of toys and activities freely accessible to all children, which covers all areas of learning. However, resources providing positive images, so that children can learn more about people's differences, are limited.

The childminder's self-evaluation process is developing steadily. She is able to reflect on some aspects of her service and has begun to use the Ofsted document. The childminder is able to discuss the strengths and weaknesses of her provision. Future improvements highlighted include planning new challenges for children. This means there is satisfactory promotion of the outcomes for the children.

The childminder has developed an effective working relationship with the parents. She discusses the care of their child with them but does not record the children's progress. This means she is unable to share observations and assessments of their child's development with them. However, the children also attend the pre-school where the childminder works and this is their main provider of the Early Years Foundation Stage. The childminder is aware that parents have up to date information on their children's progress and achievements from the pre-school staff. The childminder is able to describe the individual developmental needs of the children in her care and what activities she can provide to help them learn and move forward. The childminder provides appropriate care and learning for each child.

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

The childminder offers a warm and welcoming environment in which children can learn and play. There is a range of toys and activities that support their ongoing progress in the different areas of learning. The childminder has no written play plans for the children but feels she understands what they can do and knows them well enough to identify what they need to do next. The childminder spends time talking and listening with the children, encouraging quality discussion; for example, they all have a conversation about the pumpkins they are scooping out for Halloween and how in America they bake pumpkin pie. The children say that they do not think this would taste very nice. The childminder provides opportunities to extend the children's skills and abilities. Children play happily with the childminder and the interaction between them is close. The free access to the toys and equipment available encourages children to become independent. Children are also introduced to technology through the use of computers and simple remote control toys. This enables children to start developing their skills for the future. Mark-making resources are always available as are a range of story and factual books, helping to promote children's language and literacy skills.

Although the childminder has an emergency evacuation plan this is not regularly practised with children and is not recorded. However, the children are able to talk about what they would do if they had to get out of the house quickly. The childminder is aware that the younger children will need to extend their understanding of these procedures as they get older. Children are introduced to healthy lifestyles through the food they are offered. They receive healthy snacks, such as fruit and pasta, and parents tend to provide their main meals. She encourages children's understanding of healthy eating by letting them pick home grown vegetables. Drinks are constantly available and are also offered at regular intervals throughout the day. These practices encourage children to develop healthy eating habits. Children are able to partake in physical activities, such as football and trampolining, either in the garden or at local parks. The childminder's garden is divided into three parts to enable children to play more safely. The childminder encourages appropriate hygiene practices so children learn the importance of good personal care.

Children behave well and display good manners, saying please and thank you at the right times. They look out for each other and take turns while playing, so that everyone can play a part. Children feel safe and comfortable in the company and care of the childminder.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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	3

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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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