

Inspection report for early years provision

Unique reference number	EY406738
Inspection date	14/09/2010
Inspector	ISP Inspection

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 registered in 2010. She lives with her husband and one pre-school child, in Kemsley, 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 childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family have five guinea pigs.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two 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 satisfactory.

The childminder has an acceptable knowledge of the Early Years Foundation Stage. She has a clear understanding of her procedures to promote children's welfare. Overall she has some measures and processes in place to support children's care and learning. The childminder continues to establish some systems to maintain records. Children are secure and at ease with the childminder. They play with toys and resources some of which reflects the world around them. The childminder values the relationship she has developed with parents and acknowledges their contribution to supporting children's individual needs. She makes sure that parents are informed of their child's day and the activities they have taken part in. The childminder has a procedure to develop links with other settings. She demonstrates an ability to maintain her continuous future improvements as well as building upon her strengths.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- carry out a risk assessment for each type of outing and review it before embarking on each specific

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- outing. (Suitable premises, environment and equipment)
 - ensure there is appropriate fire control equipment. For example, a fire blanket. (Suitable premises, environment and equipment)
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To further improve the early years provision the registered person should:

- continue to increase knowledge and understanding of the early learning goals to assist children with their ongoing progress and extend the use of observational assessment to clearly plan the next steps in a child's development
- ensure there is a record of the evacuation drill with details of any problems and how they were resolved in a fire log book
- develop a system for recording information gathered from parents regarding children's individual backgrounds needs. For example, their religion and the language spoken at home.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge of her written policies and procedures. She describes the procedure for a lost or missing child. She demonstrates her understanding of the signs and symptoms of abuse and explains the action she would take in relation to child protection. Risk assessments are conducted and recorded within the home environment and for a few of the outings the children have taken part in. However, not all outings or visits to places of interest have been fully risk assessed. As a result, within the risk assessment report there are no details or records of how children are kept safe on all outings or trips. The childminder has smoke alarms on every level and describes how they practise the emergency fire drill. However, she has not ensured that there is appropriate fire control equipment, such as a fire blanket, and details of the emergency escape plan is not recorded in a fire log book. The childminder has completed a written evaluation of her strengths and has noted areas to action for her future continuous improvement, such as developing her understanding of observations, assessments and planning to enhance children's future development.

The childminder has a satisfactory understanding of equal opportunities. She promotes children's understanding of diversity through daily activities and has some positive images of diversity. This means that children are treated with equal regard. The childminder works in partnership with parents and they give the relevant written permissions, such as taking children on outings or administering medication. Parents are provided with a written daily diary and they comment on the service she provides. For example, they say she is dedicated and interacts well with their child. In addition, they are struck by her caring and considerate nature. They are kept informed of the fun things and places of interest the children visit. The childminder describes her procedure to consult with outside agencies and other settings. Children are developing an understanding of how to keep

themselves safe when on outings through discussion, for example road safety. The childminder describes her approach to behaviour management by giving appropriate examples of how she deals with a variety of different situations. She holds a first aid certificate so that children benefit from appropriate care following an injury. The first aid supplies are readily available and taken on outings. In addition, the childminder considers the importance of having written contact details when she is outside the home. Subsequently, emergency details for every child are easily accessible. There are systems to maintain details of accidents and medication.

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

Children are beginning to make progress in some areas of their learning and development in the Early Years Foundation Stage. The parents provide information regarding children's individual needs, however, the childminder she has not yet discussed or developed a system to note all this important information; for example, the child's religion and language spoken at home. She has gathered information regarding the child's daily routine, their likes and interests. In addition, she has drawn together information regarding their starting points. However, this information is not always used in their initial assessment. Children have a written daily diary with details of the activities they have taken part in. The childminder is making a note of some observations. Nevertheless, this system is not yet sufficiently embedded or linked to the next stage of their progress and development. The childminder continues to develop children's interest using the early learning goals. This provides a range and balance of child-initiated and adult-led activities. For example, daily free play in the garden or watering and measuring how the tomato plants have grown. Children play with an appropriate selection of resources including positive images reflecting diversity. They are supported when making decisions, such as choosing role play or using the play dough. Children are offered familiar enjoyable experiences. For example, they identify the colour of the card and make the noise of the animal in the matching game. Various resources in the stacking storage system are not labeled with pictures to assist young children's self help skills.

Children are offered physical activities every day, such as going for a walk or using the local park. In addition, outings to places of interest, such as a country park or a leisure area are organised to pursue children's interests and offer fun opportunities for them to play in an outdoor environment. Children are supported as they learn at their own pace and the childminder adapts activities to suit their individual abilities. She supports children to achieve to their own satisfaction, such as making a large poster collage of a farm. She arranges regular opportunities for children to take part in quieter activities. For example, reading books together or resting with their bedtime bear. The childminder encourages and promotes each child's sense of well-being. For example, wholesome snacks are offered to raise their awareness of healthy eating and drinks are offered regularly throughout the day. Children demonstrate how they wash their hands. For example, they use pump soap and paper towels to dry them. This reinforces their understanding of

sound hygiene practices. Children are gently reminded to tidy the resources away so they are not a trip hazard and the childminder regularly discusses the house rules with children. The childminder helps to support children as they develop skills for their future economic well-being, such as role play, matching games or visiting the local recycling centre.

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

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