

## Inspection report for early years provision

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<b>Unique reference number</b>	126740
<b>Inspection date</b>	01/10/2010
<b>Inspector</b>	Mary van de Peer

<b>Type of setting</b>	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 1999 and lives with her husband and two children in Broadstairs, Kent. They are close to shops, parks, schools and public transport links. The whole ground floor area and the upstairs bathroom of the childminder's home are used for childminding, with the exception of the bedrooms. There is an enclosed garden for outdoor play. The family have a dog, a cat and three small bearded dragons, which are kept in a secure tank. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. The childminder is currently minding three children in the early years age group, she also offers care to children aged over five years to 12 years. The childminder currently supports children with special educational needs and/or disabilities and some who speak English as an additional language. The childminder collects children from the local school and nursery and goes to the local toddler groups. The childminder is registered on the Early Years Register and on both parts of the compulsory and voluntary Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children are cared for within safe boundaries and are well supervised at all times. Children are generally making satisfactory progress in their development and learning. The partnerships established with children's parents and other involved carers and specialists contribute well towards supporting their needs. The childminder's capacity for maintaining ongoing improvement is satisfactory. The childminder is clear about the strengths of her provision and is beginning to reflect actively on priorities to focus on in the future, helping promote effective outcomes for the children.

## **What steps need to be taken to improve provision further?**

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

- review the current observation and assessment system to ensure children's learning priorities are effectively identified and used to influence future plans
- evaluate and review the play opportunities for all children, to ensure their learning and development is extended and age appropriate challenges are provided

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded satisfactorily. The childminder has useful safeguarding and child protection information to refer to and knows what to do in the event of a concern. She confirms she has a clear knowledge about the signs and symptoms of abuse. This helps demonstrate that the children's welfare remains the childminder's priority. Risk assessments are undertaken routinely and are quite thorough, including daily safety checks to make sure the children can play and learn in safety. The childminder has maintained her first aid training and has a stocked first aid kit, this means she is able to treat children's minor injuries effectively. The childminder maintains all the required records and procedures to promote children's well-being. The childminder works alongside other providers and shares information. She is building on children's experiences at other settings, which helps promote their learning and development consistently. The partnership established with parents is good. Clear policies and procedures on the childminder's service are readily available. Parents are kept well informed about their children's progress and are involved in their learning and development. All information is shared verbally and, in some cases, through written observation notes. Parents confirm that they greatly value the service provided by the childminder. They feel she is flexible, caring and works hard to meet their individual needs. This means that children feel secure and well supported between the home and childminding environments.

Most toys and resources are freely accessible and the range available covers the areas of learning. There is outside play available which can be used all year round. All children have equal access to the play and learning opportunities provided, helping them work towards their full potential. These include some positive images of diversity that encourage children to value the differences between people in society. Children benefit from the childminder's many years of childcare experience. In addition she uses self evaluation to help outline her service and has begun to evaluate and look at the priorities for improving her practice to meet children's welfare and learning needs. For example, identifying children's next steps and using this information to inform her planning. The childminder keeps up to date with current requirements generally well, either by liaising with other childminders or using the internet. She also attends local child care training and is aiming to start an NVQ qualification in childcare shortly. She strives to follow parents' wishes to help ensure their children's needs are met. Previous recommendations from the last inspection have been met demonstrating a satisfactory capacity to improve. Overall, the childminder's attention to providing a safe and caring environment helps to promote acceptable outcomes for the children attending.

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

Children benefit from the childminder's caring approach to their well-being. She shows interest in what the children want to play with and listens and talks with them, helping them in their speech and language development. Children enjoy the range of toys and resources on offer, which, although cover the areas of learning, do not consistently ensure their learning and development is extended and age appropriate challenges provided. Activities are mostly led by children but at other times the childminder plans more structured play. For instance, mark-making and creative play, which produces visible results children are proud of. Outdoor play is available all year round and there are facilities for sand and water play, ball games and balancing, for example, bikes and scooters. This means children experience being in the fresh air on a daily basis and their physical skills are developing appropriately. Team games played with others enable turn-taking and sharing to be learnt. Some programmable toys and access to a home computer help children discover how things work. They are also learning about the 'circle of life' as they help care for living things, for example, as they grow food for the bearded dragons the childminder's family keep as pets. Children also gain knowledge about recycling and caring for the environment as the childminder has boxes for collecting paper and other recyclable materials and children know to put their waste paper in the right place. Small world play helps children to make connections with real life scenarios through their play.

The childminder has begun to keep records of children's individual progress and observational assessment is developing, the childminder is clear about what children can do and is evaluating the outcomes of different areas of their play. However, next steps are not being consistently identified and are therefore not effectively influencing any future planning or structured play. Children with additional learning needs are supported well by the childminder. Currently she is concentrating on encouraging children's speech development to improve their communication skills and her flexible routine helps the enjoyment and participation of the children.

Safety issues, such as road safety and fire safety are discussed with the children and they take part in practising the emergency evacuation drill. Children show they feel safe in the care of the childminder through the close interactions and reassuring exchanges between them. They show a clear sense of belonging and security.

Children's health and wellbeing are promoted effectively. They enjoy healthy snacks and drinks, with most meals being provided by their parents. The childminder encourages children to wash and dry their hands properly at the required times. Sick children with contagious illnesses tend not to attend the setting. These procedures help to prevent the spread of infection.

Children behave well and generally respond to the childminder's guidance. She is loving and kind towards them and rewards their achievements and good behaviour with praise and encouragement. Unwanted behaviour is calmly dealt with and the childminder explains to children why some behaviour is not acceptable. The

behaviour management strategies in place help promote children's feeling of well-being and self-esteem. Overall there is an adequate range of experiences to help the children make effective progress and develop the skills needed for their future learning and development.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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