

Inspection report for early years provision

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Inspection date 13/10/2010
Inspector Jan White.

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 was registered in 1997. She lives with her husband and two school aged children in Hempstead, Gillingham, 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 or drives to local schools to take and collect children. The childminder attends the local parent and toddler group. The family have two cats.

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 range. She is currently caring for four children in this age group on a part time basis. 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 good.

The childminder has a good understanding of each child's individual need. She effectively meets the needs of all children. Overall she has policies and procedures in place to promote children's well-being. The childminder actively works in partnership with parents and outside agencies. Children are making good progress as the childminder successfully meets their individual requirements. They benefit from positive images of the world around them, and show signs of feeling safe and secure. This contributes to promoting the developmental needs for all children. The childminder has a good capacity to maintain her future continuous improvements and uses self-evaluation. She keeps up-to-date with child care courses. This means that the childminder is aware of potential improvements and consistently responds to the needs of the children and parents.

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 use of ongoing observational assessment to inform planning for each child's continuing development
- develop further the new children's understanding of the evacuation drill procedures.

The effectiveness of leadership and management of the early years provision

The childminder has a competent knowledge and understanding of safeguarding children. She has a safeguarding child protection policy, which complies with Local Safeguarding Children Boards, including the signs and symptoms of abuse. Her understanding of how to effectively safeguard children ensures the welfare of every child is a high priority. The childminder regularly conducts and makes a record of risk assessments within the home, garden and for every outing. This is well documented within her report on the assessments of risks. The childminder implements a system to make sure that some children take part in fire drills, which are regularly conducted and the details clearly recorded. However, she has not included all the children who have recently started. As a result, not all children have taken part in the emergency evacuation drill procedures and a further recommendation has been left in this respect. The childminder has a first aid certificate ensuring appropriate first aid care is given following an injury. The childminder acquires the required written permissions from parents. This means that in the event of an emergency the necessary permission to take prompt action on the child's behalf is readily available. The childminder uses the space well. For example, she makes sure that resources and equipment meets the child's stage of development and are suitable for their age. Children are encouraged to enhance aspects of their abilities for self-care, such as feeding themselves at breakfast. Nevertheless, they do not always have opportunities to build on their growing independence, for instance, accessing storage containers with pictorial labels.

The childminder has a good capacity to maintain her continuous future improvement. She assesses and evaluates her practice in order to benefit every child. Parents have completed a written reference regarding the service she provides. As a result, the childminder makes sure that she meets the needs of the children and parents. Children's records have details of their appropriate care needs, such as language spoken and religion. The childminder has a good understanding of equal opportunities. She supports children's understanding of equality through the themes of activities and the opportunities to play each day with resources reflecting diversity. The childminder is well organised and successfully understands her role. She actively evaluates her systems and procedures and is committed towards improving her child care knowledge. She attends relevant training courses to keep herself up-to-date. The partnerships between the childminder and other settings contribute towards encouraging children's achievements and their all round progress. For example, she uses daily contact sheets. There is a good range of information which is shared through the parents pack including her policies and procedures. Parents feel the childminder offers a safe and happy environment. This input successfully supports the needs of each child and ensures parents are involved in their children's learning and development. Children are happy to attend and they also know the childminder's routines. They play and learn together within safe boundaries.

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

The childminder has a good understanding of the Early Years Foundation Stage requirements. She provides a broad range of activities and experiences covering all areas of learning. This means that children make good progress. She successfully supports children's welfare and learning well. Nevertheless, the use of the ongoing observational assessment does not always inform the planning for each child's continuous progress and development. The childminder obtains information through discussions with the parents regarding children's individual capabilities. Although, this information is not clearly used to determine their starting points. Parents discuss the child's achievements at home and she has fostered links with other settings to help the child's overall abilities. Children are supported enabling them to move forward in their learning and development. Children respond well to the childminder's input and she is aware of their routines and current interest including what toys they really enjoying playing with. Children have some opportunities to be outside in the garden during warmer weather. However, the childminder describes how they use the local parks or a play centre for more physical robust activities daily, for instance, kicking a football or on the swings and slide. The childminder explains how she promotes children's understanding of safety both inside and outside the home. For example, by offering children clear explanations of the house rules or how they stop, look and listen for traffic when crossing roads.

The childminder demonstrates how older children have individual towels and anti-bacterial soap for hand washing. She has now implemented this system for all the younger children. Aspects of a healthy lifestyle are consistently encouraged by the childminder and she explains this is achieved through activities and discussions. For example, she talks to children about healthy foods and the importance of regular outdoor play. Children's creativity is successfully promoted. For example, messy play is organised to meet the child's interests and to extend their new experiences. Children listen and act on the childminder's suggestion as they pretend to make tea for themselves using the speaking teapot. The childminder describes how she is extending activities which are new to the children, such as using their current interests in picture book "heroes". Children show signs of feeling safe and seek comfort from the childminder. For example, they seek reassurance when unfamiliar people are present. The childminder asks imaginative questions which encourages children as they develop communication and confidence. Children freely choose the resources which promotes problem-solving skills. For example, as they choose their favourite puzzles or building the road track. These experiences and routines contribute in encouraging children's necessary skills for their future learning and development. They are encouraged to develop good social and communication skills, and a positive awareness of diversity.

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