

Inspection report for early years provision

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Inspection date	03/11/2010
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.

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Description of the childminding

The childminder was registered in 1992. She lives with her husband in Bredhurst, 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 family have one cat and a dog.

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 one child 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.

Children's care and learning are supported through the childminder's sound understanding of the Early Years Foundation Stage. Overall she has some procedures in place to promote children's welfare. Most of the risk assessment records are in place. Children explain how they keep themselves safe while out walking. They are at ease with the childminder and have opportunities to play with a range of resources some of which reflects diversity. The childminder has fostered good links with other settings. The parents are kept informed of the children's daily activities. The contributions from children, parents and other agencies are valued and help to support children's individual needs. The childminder has a sound understanding of her capacity for self-evaluation. She is aware of how to develop and build upon her continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further all children's understanding of evacuation drills by carrying these out on a regular basis
- update the risk assessment report to take account of any assessments of risks for outings
- ensure the information gathered from parents regarding children's starting points is used in their initial assessment in order to identify and plan for the next stage of the child's continuing progress.

The effectiveness of leadership and management of the early years provision

The childminder has a sound knowledge of her policies, such as complaints and safeguarding procedures. She describes her understanding of the signs and symptoms of abuse and what action she would take in relation to child protection. There are an adequate range of policies and procedures. For example, there are details of the process for lost or uncollected children. This ensures parents are aware of the service she provides. The childminder conducts and maintains a risk assessment within the home environment and makes sure that risks are minimized by taking the appropriate action. She explains the process for ensuring children's safety when on outings. However, there is no record of this information within the overall risk assessment report and therefore there are no details of how children are kept safe when on outings. The childminder has implemented a new system which ensures she obtains written permission to transport children. Parents have completed the childminder's questionnaire. They comment on the service she provides and say their children enjoy the activities in the outdoor environment. They also mention the children are happy to be with the childminder. The childminder works in partnership with the parents and has forged good links with other settings. As a result, aspects of children's welfare and care are satisfactory although some areas are good.

The childminder holds a first aid certificate so that children benefit from appropriate care following an injury. Her first aid box is now easily accessible, although she does not always take basic supplies when on outings. In addition, children's essential information is not always readily available when outside the home. There is a system to maintain details of accidents and medication. Children who are ill do not attend which ensures the risk of cross infection is reduced. The childminder has a sound understanding of equal opportunities. She supports children's understanding of diversity through the daily activities, such as how to care for the environment to reduce their carbon footprint. The childminder explains how each child is valued as an individual and all children are treated with equal regard. She describes and has a record of areas for her future continuous improvement as well as her strengths. She explains her approach to behaviour management by giving appropriate examples of how she deals with a variety of different situations. The childminder has extended the healthy food choices and supports children's independence. She has increased her toys and resources' ensuring this meets the needs of the children she currently cares for.

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

Children are supported when making decisions. For example, as they play with the marble game or construction bricks. They are able to freely choose from the acceptable range of resources and some of the equipment reflects equal opportunities. The childminder supports children in their choice of resources and provides a balance of activities covering the areas of learning. The childminder has

gathered information about children's likes and dislikes and some details about their starting points. However, the information about children's capabilities has not been clearly used in their initial assessment. As a result, there is not sufficient information regarding the next stage of children's continuing progress.

Observations highlight what the child has achieved and are linked to the early learning goals. The childminder explains how she is continuing to establish this system and describes how she works together with the pre-school and the local school. This makes sure that each child's all round development is considered in partnership with outside agencies. When parents collect their child they are verbally informed of the daily routine and activities. There is a two way flow of information and contact books are used with other settings. Children have many opportunities to take part in physical activities in the local environment, such as using the equipment at the park. The childminder supports the children as they achieve to their own satisfaction, such as creating a new game with the marbles. Children are supported as they learn at their own pace because activities are adapted to suit their individual needs.

The childminder offers regular opportunities for children to be active or take part in quieter activities. For example, reading books together or using the interactive computer game. The childminder describes her responsibility in relation to protecting the welfare of the child. The childminder carries out and maintains a record of when emergency evacuation drills take place. Although the details within the fire log record do not include all the children. As a consequence, some children are not familiar with the procedures for the fire evacuation drill. The childminder supports children's well-being, she promotes independence and encourages their awareness of a healthy lifestyle. For example, they freely choose healthy options and use the water dispenser to pour their own drinks. Children's understanding of appropriate hygiene practices is reinforced. For example, they use pump soap and paper towels after washing their hands. The childminder makes sure children understand aspects of their own safety as they discuss how they cross the roads or why they tidy the resources away. Children explain that they could trip over the toys if they leave them on the floor. The childminder helps to support children as they develop skills for their future economic well-being, such as counting and colour matching games or how they care for the environment by recycling unwanted items.

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	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	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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