

Inspection report for early years provision

Unique reference number	EY399785
Inspection date	15/11/2010
Inspector	Stephanie Graves

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 2009. She is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She lives with her two children in Tunbridge Wells, Kent. Her home is close to public transport, schools, shops, parks and other amenities. The whole of the premises is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four 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 minding one child in this age group on a part-time basis. She also offers care to children aged over five years to 12 years.

The childminder attends the local toddler groups and is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for by a childminder who promotes their welfare needs soundly and promotes their learning and development effectively. They can play within a generally safe and stimulating environment, although not all elements of safety have been sufficiently considered. The partnership with parents helps to ensure the individual needs of the children are promoted. The childminder's capacity to maintain continuous improvement is satisfactory. She has started to identify the strengths of the provision and promote future improvements to promote effective outcomes for the children attending.

What steps need to be taken to improve provision further?

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

- take all reasonable steps to ensure that hazards to children - both indoors and outdoors - are kept to a minimum (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 30/11/2010
- request parental permission at the time of the child's admission to the provision to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and welfare) 30/11/2010

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

- further develop the use of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- strengthen the use of ongoing observational assessment to inform planning for each child's continuing development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded satisfactorily through procedures that help to promote their safety and welfare at all times. For example, the childminder knows the different types of abuse and keeps important contact numbers and relevant guidance to help her make a referral in the event of a concern. This helps to ensure that children's welfare is effectively promoted.

The premises are generally safe and secure and a clear record of the risk assessment is maintained. However, safety checks within the premises do not go far enough to help prevent the risk of accidental injury to children. This is a breach of requirements. The childminder does have several procedures in place to maximise children's safety and this includes explaining safety concepts to them to help them learn about keeping safe in a range of situations.

Most of the required records are in place. However written consent to seek emergency medical advice or treatment has not been obtained. This is a breach of requirements, although the childminder has appropriate records in place to rectify this immediately. Therefore, the risk to children is minimised.

The childminder shows a satisfactory commitment to continuous improvement. She has started to address some of the safety issues identified at the registration visit and ensures that parents' wishes are respected. This helps to promote a positive impact on the outcomes for children.

Children benefit from free access to the good range of toys and resources available and the use of space maximises their learning potential from their initial starting points. The childminder is seeking training opportunities to enhance her professional knowledge and to benefit the children she cares for.

Equality and diversity is soundly applied to all areas of practice. Children's individual needs are supported in partnership with parents and their development is promoted well. The childminder makes the toys and resources equally accessible to help each child progress to the best of their ability.

The use of self-evaluation is satisfactory. The childminder has just started to use some sections of the Ofsted document to identify the strengths and weaknesses of the provision and set targets for future improvement. Parents and children are included in the improvement process. The childminder has recently started taking children to playgroups to mix with other children and aims to attend future training events. This is to help secure effective outcomes for the children.

The childminder understands the importance of partnership working to help ensure the specific needs of each child are supported. This is not currently applicable to the children in her care, although she meets with other childminder's to share good practice to benefit the children.

The partnership with parents is developing soundly. Parental views are sought and acted on verbally to ensure they are included in their children's care and learning. They feel informed about their children's achievements and value the safe, healthy and secure environment provided for their children. The partnership helps to provide children with consistency of care and learning between the home and childminding environments.

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

Very young children respond well to the childminder's warm interactions and full involvement in their play and learning. They are very settled in her care and independent with choosing their preferred toys. She asks many questions to promote their curiosity and interest and extends their ideas and current skills as they play.

The quality of the learning environment is good and allows children free access to a good range of toys, resources and play experiences. These include positive images of diversity, which help children to become familiar with the differences between people in society.

Children enjoy the childminder's input, for example, as she engages them in meaningful role play, such as taking a baby doll 'to the shops' in a pushchair. This enables them to make connections with real life scenarios as they play. They follow simple instructions, for instance, as the childminder teaches them how to use programmable toys, including a camera and other interactive resources. This helps the children to discover how things work. Puzzles and construction activities help them to begin to investigate and problem solve as they play. Overall, the experiences available are effective in helping children to develop skills for their future learning and development.

Observational assessment is used to promote children's development and shows the progress made since they joined the provision. This is evident through written observations, photographs and examples of children's creations. Assessment is beginning to show where children are developmentally and what the childminder has planned for them next to extend their current skills and interests. Although input to their developmental files is not currently ongoing, the childminder extends children's learning effectively at the source to ensure they are constantly challenged with achievable and meaningful experiences.

Children from a young age learn about keeping safe. This is because the childminder teaches them the safety boundaries in which they can play. She

encourages them to access the stairs under supervision and enables them to practise the emergency evacuation procedure. This helps the children to learn about personal safety. Children feel safe and secure in the care of the childminder. This is evident through the warm interactions they share and their ability to seek attention and support. This means that children develop a sense of belonging within her home.

Children's good health is promoted through clear health and hygiene practices. For example, the childminder ensures her home is hygienically clean and follows good hand washing procedures to prevent the spread of infection. Children eat a healthy range of meals that cover all the necessary food types to promote good health and growth. These include daily portions of fresh fruit and vegetables. The childminder encourages children to try new foods to help begin to make their own healthy choices. Physical activity is promoted, for instance, through regular outings and visits to playgroups to enable the children to be active and develop their physical skills.

The very young children attending are happy and settled in the care of the childminder. This is because she is a good role model and spends most of her time praising and encouraging them for their achievements. She uses soothing language to settle them if they are tired or hungry and sets clear behaviour boundaries to help them learn what is expected. The behaviour management strategies clearly promote children's sense of belonging and self-esteem.

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	2
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	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	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 30/11/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 30/11/2010