

Inspection report for early years provision

Unique reference number	EY406857
Inspection date	22/09/2010
Inspector	Cilla Mullane
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 2010. She lives with her husband and three children in a residential area of Ashford, Kent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. There is a downstairs toilet and low steps to both front and back doors.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register, to care for a maximum of three children at any one time, one of whom may be in the early years age range. She currently cares for one child in the early years age range, and one child between the age of five and eight years.

The childminder walks to local schools to take and collect children. The childminder attends the local parent/toddler group. She 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.

The childminder values children as individuals, interacts with them warmly and enjoys their company. Children are safe, settled and happy. They enjoy learning through play, and choosing their favourite toys, but activities are not planned across all the areas of learning. She meets children's individual needs to a satisfactory standard, and so they generally make progress towards the early learning goals, but she has yet to use observations to maximum effect. Relationships with parents are positive, but she does not liaise with other settings attended by the children in order to ensure continuity of care. The childminder has a professional attitude and shows a willingness to improve her practice, but is not yet using self evaluation fully effectively to consistently improve outcomes for children.

What steps need to be taken to improve provision further?

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

- maintain a record of the risk assessment, stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 21/10/2010

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

- develop the use of systematic observations and assessments of children's achievements, interests and learning styles to plan relevant and motivating play experiences for each child
- increase the range of planned activities to provide challenging, relevant and motivating play experiences across all areas of learning
- establish links with other settings, such as schools, attended by minded children to improve continuity of care
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children

The effectiveness of leadership and management of the early years provision

The childminder organises her childminding service to a satisfactory standard. Children are protected from harm and abuse, as the childminder is aware of her responsibilities towards safeguarding children, and discusses this with parents. Adults in the house have been vetted, further protecting children. She has a current first aid qualification to guide her in an emergency. Children are safe in the childminder's care, as she is very vigilant, for example, carefully supervising the trampoline. The home and outings are risk assessed, so children can move around safely and freely. However, there is no written record of the risk assessment which is a breach of the Early Years Foundation Stage requirements. Other required records are maintained satisfactorily.

Although the childminder is recently registered, she is aware of her strengths and weaknesses, and is taking positive steps to improve and develop her practice. She knows that she needs help with using self evaluation to make changes and with using observations to plan. She has therefore booked relevant training, but this has yet to have an impact on outcomes for children.

The childminder communicates effectively with parents, ensuring they know at the beginning of the day of any outings, for example, to parent and toddler sessions. She informs them verbally at the end of the day regarding activities, food and general wellbeing. Parents have confidence in her childminding service, stating that she is professional, she organises her days well, children feel at home in her care, and standards of hygiene are good. Where children in the early years age range attend other settings, such as school, childminder has yet to establish contact with class teachers. She is aware that she needs to achieve this in order to promote continuity of care.

The childminder is gradually becoming familiar with the learning and development requirements. She accurately describes children's developmental stages, and knows where they need to make progress. For example, toddlers are learning about social behaviour, and gaining confidence in their use of language. She treats children as individuals, recognising their different skills and personalities. For example, different sized slides in the garden enable children at different levels of confidence to be challenged and feel safe. She has yet to ensure that she makes

maximum use of observations to help children make consistent progress across all areas of learning.

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

Children's days with the childminder are fairly varied and interesting. They feel secure in a clear routine. Activities are led by what the children want to do, so they enjoy their play, and include playing with tea sets and pretend food, story time, sand play, physical play on the slides and trampoline, drawing and play dough. The cosy playroom contains a satisfactory variety of well organised and accessible toys, enabling children to self select and make choices. The childminder does not currently use planning totally effectively to ensure that all aspects of the six areas of learning are included in activities.

Children have fun with the childminder. They giggle as she says 'boo!' through the netting of the trampoline, and laugh at her when she pretends that she has lost the toy box. They develop good self esteem, shouting 'I did it!' when they finish clearing up, and clap themselves enthusiastically. Childminder introduces numbers and counting into play, for example, counting the toys as they are replaced into the box, so children think about numbers in a relevant way. They learn about different types of people as they socialise at toddler groups. Fine motor skills improve as they dig, pour and fill containers in the sand tray. They use their imaginations pretending to cook and make drinks with the play food.

Young children show that they feel safe with childminder. They are confident to chat with other adults when she is nearby, and confidently approach her for help and support. She places great importance on helping children to feel settled and welcome, and as a result, children feel secure and are ready to learn and enjoy their play. Children respond well to the childminder's gentle reminders to say thank you, and she models good manners when she responds with 'you're welcome'. At parent and toddler groups, the childminder takes the opportunity to help young children understand that they need to share, rather than snatch. She reinforces this as the children play with balls on the trampoline, reminding them that they can have one each. As a result, children cooperate and share appropriately for their age and understanding.

Children play in the fresh air daily, either at the park or in the garden. They practice their large motor skills, gaining confidence on slides and swings. Childminder helps young children to think about healthy food during their play, for example, when adding pretend vegetables to 'Papa's Pizza'.

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