

Inspection report for early years provision

Unique reference number	EY397970
Inspection date	08/09/2010
Inspector	Mary van de Peer

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 has been registered since 2009, and lives with her partner in the Kennington area of Ashford, Kent. The childminder has two school aged step-children although they do not reside permanently at this address. The ground floor and some of the upstairs areas of the childminder's house are used for childminding. There is a fully enclosed rear garden for outside play. The childminder's home is accessible with parking in the drive and facilities on the ground floor. The childminder is registered to care for a maximum of six children, three of whom may be in the early years age group, at any one time. The childminder is currently minding two children in the early years age group as well as two children under eight years of age and three children over eight years. There are pre-schools, toddler groups, shops and parks nearby. The family has no pets. The childminder attends a local childminder support group and is a member of the National Childminding Association. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is newly registered. She treats children as individuals, providing care according to their needs and stage of development. The childminder is establishing positive partnerships with parents to promote continuity of care for all children. She supervises children well at all times. The childminder is very organised with her record keeping procedures, documentation and written policy statements. The childminder is beginning to identify the strengths of the provision and is clear about the weaknesses that need to be addressed to 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:

- improve further the involvement of parents in their children's development and achievements
- improve further the risk assessments to ensure they cover all a child comes into contact with

The effectiveness of leadership and management of the early years provision

The childminder has a dedicated play room that children can use freely. There are bright child-focused posters around the room, covering pictures of fresh fruit and vegetables, letters of the alphabet and numbers. The childminder changes these

regularly to keep children interested. Children are safeguarded appropriately and the childminder is clear about recognising the signs and symptoms of abuse. She keeps a range of information to hand and knows what to do in the event of a concern. Children's continued protection and well-being is her priority. Risk assessments are in place, although currently they tend to focus on daily checks which lack some detail, such as showing any action taken. Children are able to play and learn in safety. The childminder has attended a recognised first aid training course and keeps clear records about any accidents and incidents that occur. This results in children being able to be treated effectively if they hurt themselves. Parents provide relevant medical consent and confirmation signatures, where needed. The childminder is well organised and maintains the required records and procedures to promote children's welfare. The childminder ensures toys and resources are freely accessible and the range available covers all areas of learning. She has attended several training courses and workshops since becoming registered as a childminder. She is also currently completing a Level 3 qualification in Home based Childcare. This helps ensure she has a growing awareness of best practice issues and can implement these in her everyday care of children. Equality and diversity is evident throughout the childminder's practice. Details of the individual needs of every child and their family are being established and the childminder is promoting the specific needs of the different age groups of children effectively. All children have equal access to the play and learning opportunities provided. This is helping them reach their full potential. There are positive images of diversity that encourage all children to value the differences between people in society. A notice board is available for parents and visitors to the provision. It provides a range of information such as the Ofsted registration certificate, useful telephone numbers, parent focused posters and a record of all visitors. As children in the early years age group have only been with the childminder a short while, there is, as yet, no evidence of how parents become involved in their children's learning. However, a contact book and observation folder for each child is being developed and will assist in promoting this area of working partnerships. The childminder's use of reflective practice and self-evaluation is developing well. The childminder has used the Ofsted self-evaluation document to help her identify the strengths and weaknesses of her provision. Future improvements highlighted include working with and involving parents more in children's learning and development, planning new challenges for children and developing the use of observational assessment. This is helping to promote more effective outcomes for the children. The childminder has an adequate knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. She keeps up to date with current practices well and follows parents' wishes to ensure their children's daily needs are met. Overall, the childminder's commitment towards improving her practice helps to promote good outcomes for the children attending.

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

Children benefit from the childminder's on-going commitment to providing and improving a safe, warm and stimulating environment in which they can play and learn. For example, she gives her full attention to the needs of the six month old

baby, making sure they have the space to roll and move about as well as a range of challenging toys within their reach. There is a range of toys and resources on offer, which promote all areas of learning. The childminder is using her planning to provide additional activities linked to children's interests and stage of development. Very young children can enjoy a variety of puzzles, books and small world resources, helping them learn more about the world around them. Coloured shape sorters and different sized rings encourage children in simple problem solving. Garden play and a variety of outings promote children's physical skills and knowledge of the world. Children have started to learn about how things grow and how to water them and further planting of vegetables is planned for next spring. Observational assessment is developing. The childminder has devised a clear system to record what children can do and planning and providing for the next steps in their learning, linked to the different areas of learning to help chart progress. She has just started to keep records of their progress and their daily routine, sharing this information with parents. Safety issues are discussed with the children and they take part in practising the evacuation procedure. This is risk assessed and helps them learn how to react appropriately in an emergency. The children show how safe and secure they feel in the childminder's presence. She constantly makes eye contact with the baby, for example, and shares lots of cuddles. Children's health and wellbeing are being promoted appropriately. They enjoy healthy snacks and menus show how meals offered include fresh vegetables and fruit. The childminder works with parents to meet children's specific dietary needs. The childminder encourages children to wash their hands properly at the appropriate times and provides them with their own towels. Children with infectious illnesses do not attend the setting. These procedures help to combat the spread of infection. The childminder is loving and kind towards children and rewards achievements and good behaviour, for example loudly praising the youngest children as they begin to try and crawl and roll over. The behaviour management policy shows how the childminder diffuses unwanted behaviour and explains to the children why it is unacceptable. This helps them to learn how to behave appropriately. Children receive lots of praise and encouragement. The behaviour management strategies in place clearly promote children's welfare and self-esteem. Overall, the range of experiences provided by the childminder helps children make progress in their 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

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	2

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	2
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	2
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

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