

## Inspection report for early years provision

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<b>Unique reference number</b>	EY340850
<b>Inspection date</b>	05/10/2010
<b>Inspector</b>	Jane Wakelen

<b>Type of setting</b>	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 2006. She lives with her husband and two children aged eight and fifteen years in Strood, near Rochester, Kent. The dining room/play room and the study are used for childminding and there is a fully enclosed garden for outside play. The family has two cats.

The childminder is registered to care for a maximum of five 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 minding four children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder walks or drives to local schools to take and collect children. The childminder attends several toddler groups on a regular basis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled at the childminder's home and play in a safe, secure environment. The childminder understands her role and responsibilities under the Early Years Foundation Stage requirements, and promotes children's welfare needs well. She offers a satisfactory range of toys and resources, which are easily accessible. Children make satisfactory progress in their development because the childminder has not yet fully implemented a secure system for observing children's play and evaluating their learning to identify next steps in their development. The childminder has recently completed a training course and has completed her self-evaluation, but has not fully identified all areas to further develop to promote 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:

- implement a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident 27/10/2010

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

- improve the system for observation and assessment to identify children's needs, interests and stages of development and use this information to help plan a challenging and enjoyable experience across all the areas of Learning

- and Development
- increase the range of resources and equipment to provide all children with appropriate challenge across all areas of their development

## **The effectiveness of leadership and management of the early years provision**

The childminder has a good understanding about protecting children in her care. She has attended training and has the necessary documentation in place, such as a written policy and the government document 'What to do if your worried a child is being abused' to effectively support her practice. She understands the process to follow and the importance of confidentiality when making any written record or sharing information with outside agencies. The childminder understands the importance of safety within her home and has put effective measures in place to protect children, such as a stairgate on the bottom of the stairs and socket covers in place. However, there is not a written record of risk assessment which breaches a requirement of the Early Years Foundation Stage. The childminder holds a first aid certificate and has consent for emergency medical treatment from parents to promote children's safety in the event of an accident.

Children are able to access the available resources from the play room which are clean and well maintained. Children make some choices from the small variety of toys and resources available, which results in them making satisfactory progress. The lack of challenging resources impacts on their ability to develop fully in all areas of their development. The childminder knows the children's individual needs well, for example, how children like to go to sleep and the comforters they need. This helps them to feel secure and comfortable. The childminder takes children to toddler groups on a regular basis offering children the opportunity to socialise with their peers, use different resources and to learn about people in their community. Children have access to some resources in the childminder's home that reflect positive images of diversity, for example, books, small world figures and jigsaws. The childminder has completed several training courses to extend her knowledge and skills, although this is not fully effective within her practice.

The childminder has carried out a self-evaluation of the service she provides, and detailed what she offers the children in her care. However, this does not fully identify areas to improve or further develop. Therefore, some aspects of the childminder's practice have not improved since the previous inspection. For example, activities and resources are not planned or made available to address all six areas of learning on an equal basis, thus resulting in toys not providing a challenging opportunity for children to extend their learning.

Parents are very happy with the care the childminder offers their children. They feel they are kept well informed about their child's day and know they are safe and secure in the care of the childminder. Parents are given copies of the policies and sign to confirm their understanding. They give written consent for aspects of care, such as outings, photographs and travelling in a vehicle, to promote their children's well-being. Parents are encouraged to exchange information on a daily basis with the childminder regarding their child and are able to make contact during the day

if they so wish. A daily contact book is made available to share any necessary information. At present, parents have a limited input into their child's assessment records, due to a system that is not fully established. The childminder understands the importance of liaising with outside professionals and sharing information with other providers who work with the children in her care.

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

Children arrive happily and settle quickly in the childminder's home. They move around the room freely accessing the toys and resources from the floor and the low window sill, helping to develop their independence and choice making skills. They enjoy using familiar items from home, such as the play kitchen and accessories, acting out familiar roles from home, such as making a cup of tea. Children explore their environment, putting objects in the mini-washing machine and microwave and then opening the doors to retrieve the item. They build with the building bricks learning to join and construct shapes and enjoy playing with the toy cars and lorries, driving them around the floor, making the car sounds. Children show good hand/eye co-ordination completing the peg puzzles and attaching the lorries together with the magnet connections. Children are given some opportunities for messy play, although this is not on a daily basis and not accessible or in children's view, to make an informed choice. Children have opportunities to use coloured pencils at the table and play dough, although these are usually offered by the childminder and not available to select.. The childminder has carried out some observations of children's learning, but these are not evaluated or used to plan children's next steps. This results in no planned activities to help children move forward in their development. Therefore, some children are not provided with activities or resources that provide a challenge and therefore impact on children's concentration and interest. This results in children wanting the same toy and having constant disagreements with each other.

Children are able to develop a healthy lifestyle, because the childminder implements daily routines to promote this. Children learn the importance of washing their hands before eating and use separate paper towels and soap. The childminder implements good hygiene procedures when nappy changing, ensuring the mat is wiped after each use to prevent cross infection, thus protecting each child. Children have fruit at snack time and access their drinks from the table when they require a drink, promoting their independence. Regular opportunities to use the garden or walk to the park and the school enable children to benefit from fresh air and regular exercise to promote healthy living.

Children play in a safe, secure environment where good procedures have been implemented to protect children. For example, CCTV is installed, enabling the childminder to view any possible visitors to the home and measures have been implemented within the home, such as socket covers and a stair gate on the stairs to protect children. Children show they feel safe with the childminder, as they ask

for cuddles from the childminder when they feel anxious or tired. They look for her help with disputes and ask for help when a toy doesn't work. Measures in the home and the childminder's understanding regarding outings ensures children are well protected.

Children have regular opportunities to play with their peers at local toddler groups, learning about their differences and accepting each other as individuals. The childminder treats all children with respect and knows their personalities well. She meets their individual care needs and allows them to follow routines from home, such as sleep times through the good relationships with the families. Children use a small range of resources, gaining an understanding about each others differences and learning about the world in which they live.

Children make satisfactory progress developing their skills for the future. They have opportunities to use some resources to reflect technology, such as the till and small keyboard, helping to understand cause and effect. Children show enjoyment looking at books and are beginning to develop their speech as the childminder encourages children to talk about what they are doing. Children make satisfactory progress in their numeracy skills and are beginning to look at different shapes and numbers in their everyday routines.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	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