

Inspection report for early years provision

Unique reference number	EY331280
Inspection date	11/11/2010
Inspector	Susan Scott

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 2005. She lives with her three children in a house on the outskirts of Sittingbourne, Kent. The whole house is used for childminding with the exception of the upstairs master bedroom. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time, one of these may be in the early years age group. Overnight care is not provided. Two children currently attend on a part time basis, both are in the early years age group. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder lives within easy reach of local schools, park and shops.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a service that generally supports the needs of individuals and enables them to make some progress. Parents and children are welcomed by the childminder who develops a sound understanding of their home circumstances, individual needs, interests and abilities. The childminder observes and assesses children's development but there is no system to plan a range of activities that are tailored to their individual interests and enable swift progress in every area of learning. The childminder has not completed a self-evaluation to assist her in identifying any improvements or changes. Children benefit from the secure home environment although there are some hazards which have not been addressed.

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 -both indoors and outdoors - are kept to a minimum. For example, the radiator temperatures, the felt tips pens and children's toys that come apart (also applies to both parts of the Childcare Register) 30/11/2010

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

- ensure that children's next steps are being clearly identified and used in leading future planning
- ensure safeguarding procedures are in line with Local Safeguarding Children

- Board guidance and procedures
- ensure the risk assessment covers everything with which a child may come in contact such as, felt tips pens and children's toys that come apart
- 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 is keen to ensure the children she cares for are secure and happy. She has adequate knowledge and understanding of child protection issues as she attended training and makes appropriate arrangements to safeguard children. She generally supervises children well, but has not ensured that all hazards are minimised. For example, the radiators are very hot and the toy broom children play with comes apart and causes a minor accident. The record of the risk assessments includes many hazards although the toys and resources have not been detailed on these. There is a selection of policies and procedures but these are not always detailed enough to provide parents with the information required. For example, the safeguarding policy does not include the procedure to be followed if an allegation is made.

Children benefit from secure premises and the childminder has ensured there are precautions in place such as, locks on garden gates. Children are safeguarded by the information which is shared with parents and this provides information on how to contact the regulator and the provision for emergencies. The childminder shares a variety of information with parents and users of the service, working closely with them. For example, she documents written consents from parents for administering medicines, emergency treatment, transport and travel. The childminder exchanges information about what children have eaten and how long they have slept with parents who are satisfied with the service they receive. Parents are kept informed about the experiences of their children through the use of verbal feedback and sharing the children's learning journal, which enables consistent practice between children's care at home and their care here.

The childminder has not completed a self evaluation but she has partially identified the strengths and areas she intends to build upon. For example, she is keen to extend children's experiences of different cultural festivals but she has not evaluated children's use of her toys and resources and the organisation of these does not promote or extend children's play and learning. The childminder is keen to welcome all families and is able to research a variety of information so that she can provide care for all children's needs, although she has not evaluated her resources to ensure they reflect varied cultures or disabilities. However, the childminder has completed some training, such as safeguarding and first aid and is keen to build upon her skills and knowledge.

The partnership with other agencies is positive. The childminder shares information with schools and pre-schools to ensure she can support children and support their learning. She has attended school events to support children whose parents are

unable to attend. This enables children to feel valued and welcome.

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

The childminder provides a safe and suitable home environment and supervises all the areas children use. She has made appropriate arrangements to ensure children's safety in an emergency, such as discussing, planning and practising evacuations. Children are kept safe as the childminder discusses road safety and ensures they know the rules for keeping safe when they go out. The childminder provides children with food and drink which is a balance of popular foods such as, crisps and chocolate, as well as healthy foods such as fruit and ham sandwiches. Children are freely able to access their drinks and confidently as for these to be refilled when they are empty.

The childminder observes children's play and development, recording this in individual folders with photographs that clearly show children enjoying a range of activities. However, the childminder is not identifying children's next steps for their play and learning which results in a lack of plans to challenge and motivate them. Children are provided with a range of play and learning opportunities which cover all the areas of learning and development, but these are not always planned to meet individual needs and support their progress. When activities are planned to suit their developmental stage and understanding, such as, the art and crafts for Halloween, children are interested and enthusiastic.

Children are not fully engaged by the choices offered to them because there are too many toys and resources available to them without enough guidance when they choose their own play. This means that the extensive resources for play do not sustain their interest for long and they rely on the childminder to provide them with ideas and support to extend their play and learning. Children mostly play happily together, they sometimes help to tidy up but do not experience consistent routines which support this. For example, children are not always expected to put away the toys and resources they use before embarking on a different activity.

Children enjoy opportunities to share their achievements which promotes their self-esteem and ensures they feel good about what they do. For example, they craft a variety of items and gifts to take home. The childminder provides a selection of craft materials and ideas for children to make such as, cards, mouse mats and they enjoy cooking together. They enjoy a variety of outings and trips, both locally and further afield when they have time. Children have recently collected various autumn leaves on local walks which they use from crafting pictures and they also learn how to make potato prints. The childminder enthusiastically provides an appealing variety of activities to support Halloween and Christmas and is keen to extend children's experiences of other festivals of a multi-cultural nature but lacks knowledge about this. Children have discussed harvest festivals and the childminder has visited children's celebrations at a local school.

Children enjoy mark making, building their literacy skill through labeling items they

make and sharing books but the childminder has not always based her activities on the most appropriate methods to support their learning and development. Children learn about nature and enjoy visiting small animals at a children's farm. They sometimes make cakes with the childminder and all the activities are discussed with children so that they develop their communication skills.

Children benefit from the input of the childminder; for instance, she encourages children to complete different puzzles, although those available are not sufficiently challenging to sustain their interest for long. Children enjoy engaging in imaginative play, building their skills through role play and pretend task such as taking dolls for a walk in buggies. They learn that walking keeps them healthy and have regular access to parks, play areas and the garden when the weather allows. Children begin to understand numbers and the childminder encourages their ability to identify shapes and colours by discussing these when they play. This has helped children attending other settings and enabled them to show progress to other providers of care.

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:

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. 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. 30/11/2010