

Inspection report for early years provision

Unique reference number	EY406872
Inspection date	16/12/2010
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 was registered in 2010. The childminder lives with her partner and three children, one of whom is an adult. They live in Ashford, Kent. There are schools, parks and shops nearby. The whole of the ground floor, an upstairs bathroom and one bedroom are used for childminding. There is a fully enclosed garden available for outside play. The family has several goldfish kept indoors. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder currently has three children in the early years age group on roll as well as several older children in full-time school. The childminder also offers care to children aged over five years of age. The childminder is able to offer support to children who have special educational needs and/or disabilities and children who speak English as an additional language. The childminder is a member of the National Childminding Association and also receives support from the local authority. The childminder does not receive funding. 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 recently registered and provides a welcoming and safe environment in which children can play and learn. The childminder keeps observation records but has not yet used the next steps she has identified in her future planning. The childminder is still developing the two-way flow of information with parents and other early years settings children attend to enable her to promote a shared understanding of their individual needs. The childminder is starting to reflect on different areas of her practice, although she has not yet established a clear self-evaluation process to identify strengths and priorities for further development.

What steps need to be taken to improve provision further?

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

- strengthen the links between the observations and next steps identified and future planning to help ensure children's progress towards the early learning goals can be monitored
- improve the two-way flow of information with parents, and other early years settings that children attend, to promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's learning and development
- 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

Children are safeguarded satisfactorily. The childminder has a sound knowledge and understanding about the possible signs and symptoms of abuse. She has relevant policies and procedures to hand and knows what to do in the event of a concern. All adults in the household have been cleared with the Criminal Records Bureau. The childminder makes sure she displays her registration certificate, first aid training attendance certificate, parent poster and emergency evacuation procedure for parents and visitors to view. The childminder ensures children's welfare remains her priority. Risk assessments are undertaken regularly and underpinned by daily safety checks to help make sure the areas children use are safe and secure. The childminder has attended a recognised first aid course and keeps relevant accident and incident records. All medication administered is also appropriately recorded. The childminder maintains the required records and procedures to promote children's welfare and well-being.

Toys and activities are freely accessible and although the childminder considers the range available requires additional items the areas of learning are generally covered. The childminder plans to attend future workshops and childcare training and also keeps up to date through contact with other childminders. Equality and diversity is evident through different resources and overall in the childminder's practice. The individual needs of every child and their family are addressed and the childminder promotes their specific needs effectively. All children have equal access to the play and learning opportunities provided.

The childminder's self-evaluation and reflective practices are in their very early stages. She understands how valuable these are in improving the service she offers children and their families. Future improvements the childminder highlights include additional training, better quality of information provided for parents, for example copies of her policies and procedures, and developing the use of observational assessment. The childminder is clear that these improvements will help her promote more effective outcomes for the children.

The childminder is building her partnerships with parents. She provides verbal feedback when they pick their children up and keeps a contact book to support this. Parents are kept informed about their children's progress but are not yet fully involved in their learning and development. Links with other carers in the children's lives have not yet been fully established to date. The childminder keeps up to date with current requirements generally well and follows parents' wishes to ensure their children's needs are met.

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

The childminder offers a welcoming and safe environment for children. She provides children with a range of activities and resources that help support their progress in the areas of learning. The childminder is beginning to carry out informative observation assessments. However, although the next steps are identified she is not using these to influence her future play plans. This means children's progress cannot always be effectively monitored. The childminder spends time talking, playing and listening with the children. She gives them several opportunities to extend their skills and understanding, for example in role play activities. Children have clearly bonded well with the childminder and the interaction between them is caring and affectionate. There is an appropriate range of challenging and interesting toys and activities for children to enjoy. Children are able to make decisions about what they want to play with, helping promote their independence. During the inspection the childminder encouraged and praised the children, building their self-esteem.

The childminder has established her emergency evacuation plan and has practised this with most of the children. She risk assesses the procedure as it takes place and actions any issues that occur. The childminder makes sure younger children can go up and down stairs safely and talks to them about how to cross the road safely. She is aware that due to their age they do not fully understand but she is establishing a grounding to build on as they grow. Children are learning how to keep themselves safe.

Although parents tend to provide their own children with meals and packed lunches, the childminder also makes sure she can offer them fruit, yoghurts and bread. Children are being introduced to healthy eating habits. Drinks are available and offered at regular intervals throughout the day. Children experience regular physical activities, for example through visits to the local park. The childminder follows appropriate hygiene practices and encourages children to follow her example. She explains what she is doing so children learn the importance of good personal hygiene.

Children are encouraged to learn about the wider world through visits to toddler and childminding groups. The childminder teaches children good manners, the importance of sharing and taking turns. Children are happy to say 'please' and 'thank you' at appropriate times and when prompted. Children are starting to develop their skills for the future.

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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