

## Inspection report for early years provision

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<b>Unique reference number</b>	EY411141
<b>Inspection date</b>	05/01/2011
<b>Inspector</b>	Lara Hickson

<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 2010. She lives with her husband and two children aged under eight years in Greenhithe, Kent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered by Ofsted on the compulsory and voluntary childcare registers. She is registered for 5 children under 8 years, 2 of whom may be in the early years age. Currently the childminder is caring for two children in the early years age range group as well as three school age children. The childminder walks to local schools and nurseries to take and collect children. The family has a cat.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder effectively supports the welfare and developmental needs of children in the Early Years Foundation Stage. Children are extremely happy and settled within the childminder's welcoming, family orientated home. The childminder demonstrates a very good understanding of the importance of meeting children's individual needs and works in partnership with parents to fully support these. Resources are easily accessible to the children encouraging them to independently choose toys and activities enabling them to develop decision making skills. The childminder ensures that resources reflect the six areas of learning and uses both indoor and outdoor environments well to fully support these. Partnership with parents is good and the childminder uses a variety of different ways to encourage parents to contribute to their child's progress and development. Information with parents is exchanged on a daily basis upon arrival and collection and the childminder also uses contact books and photo diaries to highlight how children are progressing. The childminder currently only exchanges basic information with other settings delivering the Early Years Foundation Stage when dropping off children at their pre-school.

## **What steps need to be taken to improve provision further?**

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

- continue to build upon partnerships with other settings delivering the Early Years Foundation Stage to promote the continuity of learning and development for children.
- further promote children's understanding of equality and diversity with particular regard to cultural celebrations and disability
- consider implementing a formal self-evaluation system.

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

Children are safeguarded well in the provision. The childminder demonstrates a very good understanding of her responsibilities regarding safeguarding particularly with regards to recording and reporting any concerns of abuse or neglect. A written safeguarding policy is in place and includes the procedure to follow if an allegation was made against the childminder or a family member. The childminder discusses her safeguarding policy with parents prior to their child starting at the setting and outlines that her first priority is to the children in her care. The childminder has completed a safeguarding courses and plans to keep up-to-date with child protection issues and legislation by undertaking additional training courses and reading relevant publications. She checks the latest version of safeguarding board procedures every few months and ensures she has the most up-to-date version. The childminder has contact details in place regarding the safeguarding team in her local area and is aware that she must inform Ofsted of any incidents of abuse/neglect.

The childminder demonstrates a very good understanding of how to help children to feel and keep safe. She has risk assessments in place which she reviews periodically to ensure that any hazards to children are kept to a minimum. The home setting is safe and secure and systems are in place to ensure that children cannot leave the premises unsupervised or access areas that may pose a hazard. For example, a safety gate restricts access to the kitchen and a door can be put across the entrance to the stairs preventing children from accessing this area unsupervised. The childminder locks her front door whilst minded children are present as the door handle is quite low and could be accessed by a child. However she keeps the keys to hand above the door at a high level for quick access in an emergency. This fully promotes children's safety. The childminder encourages children to keep safe through gentle reminders as they play. For example, she prompts one child to sit on the settee appropriately and explains that they may fall off and hurt themselves if they sit on the edge of the settee. The childminder also reminds the children to come down the stairs safely explaining that they need to come down carefully to avoid accidents. Fire evacuation procedures are practised regularly with the children to ensure that they are aware of the procedure to follow in the event of an emergency.

Although there is no formal self-evaluation system in place currently the childminder is beginning to use self-evaluation to highlight areas that she needs to improve as well as areas of strength. For example, since commencing childminding she has altered her observation and assessment systems and made changes to or has introduced her own documentation records. For example, she has introduced her own attendance sheets for each child as she found the ones she received in her start up pack did not cater for the hours and requirements of the children attending her setting who also attended other settings during their day. These changes have improved the childminder's practices and are tailored to meet the individual needs of the children and parent/carers attending her setting. The childminder is also planning to incorporate parents' views through the introduction

of a parent questionnaire. The childminder has already completed an observation course and plans to complete additional courses to increase her understanding in different areas relating to childminding practice. For example, she is booked to complete a planning course. Risk assessment reviews ensure that any hazards are identified and minimised which enables the childminder to fully promote children's safety. The childminder updates her knowledge through training and reading materials related to childcare. She also liaises with other childminding colleagues to improve practice within her setting.

The childminder demonstrates a commitment towards promoting inclusion within her setting. For example, she ensures that comprehensive details of each child's individual needs are recorded on child record forms. The childminder has recently introduced her own child record forms with additional questions to ensure that she has all required information to be able to meet needs effectively. Children's different cultural and religious backgrounds are discussed and the childminder plans to promote their understanding of culture and diversity through the celebration of different festivals throughout the year. The childminder has resources available that depict diversity although few to promote understanding of disability or different cultures. Non-stereotypical play is promoted well within the setting.

Documentation is maintained to a good standard with all required information and is available for inspection. A range of policies and procedures are in place and underpin the childminder's practice.

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

Children have opportunities to make decisions about their play, selecting from a wide range of safe, age-appropriate and challenging resources. Through regular observations, the childminder is able to plan purposeful play to support children's individual stages of development and interests. She uses the children's child-initiated play to extend their language and communication skills. For example, when they are playing with a butterfly catching game she introduces concepts of position, colour and number at a level appropriate to the children's understanding. Games such as junior scrabble are enjoyed by all the children and the childminder encourages their individual communication, language and literacy needs as well as cleverly gauging the level of support they each require.

Children appear happy and confident in the childminder's home setting and interact well with the childminder who is very responsive to their individual needs and characters. They receive excellent support and encouragement from her which enables them to develop in the different areas of learning. The childminder values the uniqueness of each child and uses information gained from their parent/carers during the settling in stage to help each child develop to their individual potential. This also helps to support and further develop their confidence and self-esteem. The childminder has introduced her own registration form with additional questions which help her to build up a full picture of each child's interests and stage of

development. The conversations with parents during the settling in period as well as her initial observations help her to form a starting point to plan activities that children will enjoy and which are relevant to their particular stage of development.

Children's health and well-being is promoted very well by the childminder, for example, they have daily opportunities for fresh air and exercise on walks to and from nursery and school as well as outings in the local community. Children enjoy playing in the setting's garden and participating in activities at local parks where they enjoy a varied range of physical play equipment. Children also enjoy physical activities on the Wii such as Just Dance, jogging and bowling as well as activities such as taking the dolls and buggies or a neighbour's dog for a walk in the local area. The childminder ensures that children enjoy a healthy, well balanced range of meals and snacks which are reflective of their individual dietary requirements. Fresh drinking water is available throughout the day and children independently access this. The childminder encourages children to develop good hygiene procedures such as washing their hands prior to eating and after using the toilet, providing additional reminders as necessary.

Behaviour management is managed well within the setting. A behaviour management policy is in place and highlights how the childminder aims to provide a happy, safe environment where children's social skills are encouraged and developed to help them be accepted and welcome in society. The childminder is aware of how changes within a child's life can have an adverse effect on their behaviour and asks parents to inform her of any changes to their child's home circumstances or any other changes which may have an effect on the child's behaviour. The childminder tries to help children find ways to deal with any emotions or feelings and to find constructive solutions. For example, she discusses the implications of any negative behaviour on others such as not sharing the toys fairly or hurting another child. The childminder has built positive relationships with the children in her care and is aware of their characters and individual requirements. She encourages children's confidence and self-esteem through praise and encouragement as well as visual reward charts with stepping stones to show children how they are achieving their individual social targets. The reward system positively encourages behaviour such as sharing and turn taking and the childminder is very realistic in her targets as a result of her understanding of child 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### 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>	2
The extent to which children achieve and enjoy their learning	2
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	2
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