

Inspection report for early years provision

Unique reference number	EY415828
Inspection date	26/01/2011
Inspector	Cilla Mullane
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. She lives with her husband and three children in Sandwich, Kent, close to shops, parks, schools, the seaside and public transport links. The whole of the childminder's home is used for childminding, there are single steps to the front and back doors, and the toilet is upstairs. The family has a dog and a cat.

The childminder is registered to care for a maximum of three children aged under eight years at any one time, two of whom may be in the early years age range. She is currently caring for three children in the early years age range on a part time basis. This provision is also registered by Ofsted on the compulsory part of the Childcare Register.

The childminder takes and collects children from the local school and nursery, and 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 safe and secure, and enjoy their play in the welcoming home, where they have free access to their favourite toys. The childminder interacts with children calmly and positively, and so children feel safe and settled, and are relaxed and confident. Children make sufficient progress towards the early learning goals from their individual starting points and the childminder is developing her use of observations to plan activities to help children make maximum progress. Most required records are in place, but some are a little disorganised. Parents learn about their children's daily activities via daily chats and informative communication books, but the childminder does not yet liaise fully effectively with staff in other settings attended by the children.

The childminder has just started to evaluate her practice, but self evaluation is not yet being used fully effectively in order to maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain parents written permission to seek emergency medical treatment or advice 23/02/2011
- maintain a record of the risk assessment stating when it was carried out, by whom, date of review and any action taken following a review or incident 23/02/2011

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

- where children attend more than one setting, such as a nursery, ensure effective continuity and progression by sharing relevant information with each setting
- make better use of systematic observations and assessments of children's achievements, interests and learning styles to ensure children make progress in all areas of learning, and to demonstrate how well they are progressing
- ensure that all required documentation is prepared and ready for use, and includes sufficient detail
- 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 organises her setting to a satisfactory standard. Adults in the home have been vetted, and the childminder protects children from harm. Children are safe, because the childminder has identified and eliminated hazards, and she is very vigilant towards children's safety. However, the record of the risk assessment does not include everything with which children come into contact, which is a breach of the requirements of the Early Years Foundation Stage. Although most of the required documentation is set up to a satisfactory standard, it is not organised well, and so forms are not always to hand and ready for use. The childminder does not have parents' written permission to seek emergency medical treatment or advice, which is a breach of the EYFS requirements, and may compromise children's care in an emergency.

Parents are happy with the childminder's care of their children. They especially appreciate the welcoming family environment and the childminder's support and flexibility. They report that their children are happy, settled and sociable, and enjoying a variety of interesting activities both indoors, and outside the home. Parents make full use of communication diaries, so that both the childminder and parents share information well to promote children's wellbeing. Some minded children attend other settings such as nurseries. Although the childminder knows about their wellbeing in general in these settings, she has yet to liaise fully with key staff there ensure continuity and progression.

Since registration, the childminder has set up her provision to a satisfactory standard, and has just started to use self evaluation to continue to make improvements in the future. She has a clear view of her strengths, such as her ability to keep children safe, clean and happy. However, she has yet to implement any of her future plans, so they have not so far improved outcomes for children.

The childminder gets to know children well, and so they enjoy their play with their favourite toys. Her satisfactory use of observations enables her to describe their abilities and achievements generally across the six areas of learning. Plans are in place, with general activities which are well targeted to help children make

progress towards the early learning goals. However, planning and observations do not yet show how well each child is progressing, and do not yet enable the childminder to identify areas where children might need extra support.

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

The childminder's home is welcoming and cosy for young children. Babies independently crawl to the hall to access the toys, and choose their favourites. The childminder makes sure she finds out from parents about children's interests and favourite activities and toys, so that she can provide resources which they enjoy. For example, there are musical toys available, and objects to bang, for toddlers who like to make a noise.

Babies are becoming confident, independent and mobile as they pull themselves up on the furniture. They confidently explore their surroundings, showing an interest in how things work, for example, repeatedly turning the wheels on the dolls buggy. They enjoy their play, laughing as they open and close playhouse windows, and when the childminder wiggles her fingers towards them. The childminder knows which toys children particularly enjoy, and as a result babies have fun banging toys and programming musical resources.

Children and babies feel safe with the childminder. She holds babies to give them their bottle, and they feel calm and secure. Babies explore their environment confidently, returning to the childminder often for reassurance and support. The childminder is very warm, supportive, calm and caring in her interactions with children, inspiring their trust. Children behave in a manner appropriate to their age due to the childminder's positive behaviour management techniques.

Children's good health is promoted as parents provide children's food, so they know what children have eaten. In addition, the childminder has a good awareness of children's allergies and special diets. She sets a good example regarding personal hygiene, wiping babies hands and washing her own after nappy changing. The spacious garden is used for outside play in good weather, and in the winter children get plenty of exercise, and learn about their local environment during local walks.

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