

Inspection report for early years provision

Unique reference number	EY265989
Inspection date	14/02/2011
Inspector	Jan White
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 2004. She lives with her husband and three school aged children in Gillingham, 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 bathroom is on the first floor level. The childminder walks or drives to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has one cat and a hamster

. The childminder is registered to care for a maximum of four 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 caring for two children in this age group. The childminder is also registered to care for a maximum of five children under eight years when working with an assistant. She also offers care to children aged over eight years to 11 years. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of children's individual requirements. She encourages them as they make good progress in their learning and successfully meets their needs. Overall she has procedures in place and some risk assessments for outings are recorded. The childminder has developed most systems and processes to support the children's well-being. She actively works in partnership with parents and is fostering links with outside agencies. Children have many opportunities to see positive images of the wider world. They play with a broad range of resources and show signs of feeling safe and secure. As a result, children's welfare and development are consistently promoted. The childminder has a good capacity for self-evaluation in order to maintain future continuous improvements. She updates her child care knowledge by attending relevant child care courses. This means that the childminder is aware of potential improvements and effectively responds to the needs of children and parents.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for all outings and trips
- make systematic observations and assessments for all children under the Early Years Foundation Stage and improve the system to include the contributions from parents and other settings for each child's continuing development.

The effectiveness of leadership and management of the early years provision

The childminder has an effective understanding of safeguarding children. She has a good range of information to access should she have any concerns about a child including details of the signs and symptoms of abuse. There is a safeguarding child protection policy which complies with the Local Safeguarding Children Board, although some details relating to allegations of abuse are not clearly noted. The childminder has a competent knowledge of how to effectively safeguard children. As a result, the welfare of every child is a priority. The childminder regularly conducts and makes a record of the risk assessments in her home and garden. Her risk assessment reports are well organised. She describes the process for assessing children's safety and notes areas of concern for some outings. Nevertheless, the details of risks for every outing or trip are not recorded within the overall risk assessment report. The childminder has put into practice procedures to promote children's safety whilst in the sun and for good hygiene practices. For example, sun protection is provided for all children and anti-bacterial soap and paper towels are used. She also follows effective procedures when changing children's nappies. The records show that children have regular opportunities to practice the emergency evacuation procedures. This means that children gain an understanding of being healthy and how to keep themselves safe.

Equality and diversity is actively promoted through the childminder's everyday practice. She involves the parents and has resources to promote children's individual background needs. Every child is valued and treated as an individual. The childminder successfully supports their families according to their unique circumstances. As a result, all children are treated with equal regard and no child is disadvantaged. The childminder has a current first aid certificate so that children receive appropriate treatment following an injury. There is a good system to clearly record details of accidents, medication and existing injuries. The childminder obtains the required written permissions. She has an effective system to make certain children's essential information is readily available when outside the home. This means that in the event of an emergency the necessary permission to take prompt action can be taken on the child's behalf. The childminder has an effective understanding of her role. She has a good capacity to evaluate her service in order to develop her continuous future improvements. The childminder is motivated and committed towards improving her child care knowledge by attending relevant training courses. The partnership between the parents and the childminder supports many areas of children's welfare and learning. The childminder describes how she is building links with other agencies. There is a very good range of information shared with parents and they complete questionnaires on the service provided. All parents feel the childminder offers a safe and happy environment and takes account of their child as an individual.

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

The childminder has a good understanding of the Early Years Foundation Stage requirements. She is well organised and supports children's welfare and learning well. Children's individual capabilities are discussed, although this information is only noted in some children's initial assessment. The childminder successfully provides a good range of activities and experiences covering all areas of learning. As a result, most children make effective progress. However, the childminder has not made systematic observations and assessments for all children in the Early Years Foundation Stage. She does not have a sufficiently clear system to include the contributions from parents and other settings for each child's continuing development. The childminder reviews and assesses the activities adapting these to make sure all children have opportunities to take part. For example, as they choose the interactive toys or when finger painting. Children play in the garden, park or visit places of interest. The childminder encourages them to be active and to freely choose from the good selection of resources and toys. The storage containers and cupboards are effectively labelled to develop all children's early recognition skills. The childminder considers every child's individual background need and gives top priority to making sure that all children and parents are welcome. She has posters in different languages to support and promote diversity.

The childminder has a consistent approach to raising children's awareness of being healthy. For example, she clearly explains to the children the importance of washing hands before eating finger foods. The childminder works closely with the parents on providing healthy meals and snacks. Drinks are readily available throughout the day. The childminder knows the children well and has a good insight into their non-verbal signs. For example, as they display signs of being thirsty or hungry. Children show signs of feeling safe and seek comfort from the childminder. They respond well and snuggle into her shoulder. The childminder is aware of their routines and signs of tiredness. For example, as they point to their dummy. The childminder has effective systems in place to promote a healthy lifestyle. She describes how they cross roads safely and the routine for fire drills. This means that children are developing skills for the future and an understanding of how to keep themselves safe. The childminder asks imaginative questions. This encourages children as they increase their confidence, independence, communication and problem-solving skills. For example, as they push buttons on the toy laptops. Children recognise the music and independently dance to the familiar tunes. The childminder provides experiences to encourage children's understanding of the necessary skills for their future learning and development. She describes how she organises and promotes all children's understanding of environmental issues. For example, children use materials which are recycled to make models.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2

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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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