

Inspection report for early years provision

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Inspection date	23/02/2011
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.

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 2006. She lives with her husband and two school aged children in Burham, Rochester, Kent. All areas of the property are used for childminding and there is a fully enclosed garden for outside play. The childminder drives to local schools to take and collect children. The childminder attends the local parent and toddler group.

The childminder is registered to care for a maximum of five 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 four children in this age group on a part time basis. 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 each child's individual need and ensures their well-being is effectively promoted. She actively works in partnership with parents and is fostering links with outside agencies. Overall, most of the procedures and processes are in place to support children's care and learning. Children benefit from positive images of the world around them and describe how they keep themselves safe. They are cared for in a safe and secure environment. Children are making good progress as the childminder successfully meets their individual needs. This means that their welfare and development are consistently promoted. The childminder has a good capacity for self-evaluation. She has an action plan in order to maintain her future continuous development. This means that the childminder is aware of potential improvements and consistently responds to the needs of all its users.

What steps need to be taken to improve provision further?

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

- improve the system to clearly identify children's next steps to inform their future planning and increase the two way flow of information between providers, for example, where a child attends another setting
- improve the system to ensure the essential records of minded children are carried when on outings in case of emergency.

The effectiveness of leadership and management of the early years provision

The childminder actively promotes the children's care through effective safeguarding procedures. She has a competent knowledge and understanding of how to safeguard children ensuring the welfare of each child. For example, the clear guidelines within the safeguarding policy describe the action to take should there be any concerns about a child. The childminder is well organised and has extensive policies and procedures in place to keep parents informed, such as the complaints procedure and a policy reflecting equal opportunities. In addition, the childminder has extended resources reflecting anti-discriminatory practice and diversity. Parents provide all the required written permissions and information regarding the child's daily routine. However, essential information is not always readily available when outside the home. The partnership with parents is good and the childminder consults with them, such as sharing the learning and development records. This means that they have an input into the outcomes for their child. She is continuing to develop her links with other settings. The childminder has a current first aid certificate so that children receive appropriate treatment following an injury. The first aid box is now easily accessible within the home and basic supplies are taken on outings. The childminder conducts effective risk assessments within the home, garden and for all outings. She ensures that these assessment procedures are regularly reviewed. For example, the assessment for each specific outing is carried out each month.

The childminder has a good understanding of equal opportunities. She effectively promotes diversity in her everyday practice. As a result, children have many opportunities to extend their knowledge of the wider world. For example, she uses the resources in the daily activities and there are posters displaying positive images of diversity. Every child is treated as an individual and the childminder supports each family according to their particular circumstances. Children's records have details of their appropriate care needs, such as their, language spoken and religion. Subsequently, all children are treated with equal regard and no child is disadvantaged. The childminder is motivated and committed to developing her practice to ensure children benefit from the care she provides. The childminder makes good use of the resources and space to foster, and build upon children's learning potential. For example, furniture and equipment is suitable for children of all ages and stages of development, and resources are easily accessible. The childminder has a competent understanding of her role. She has a good capacity to continue to develop her process for self-evaluation. She has recorded details of future improvements, such as increasing her understanding of current safeguarding procedures or applying to update her first aid certificate. She is clear about the strengths and highlights areas for continuous improvement.

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

Children are enthusiastic and respond well to the childminder's input. She offers a broad range of interesting activities. For example, as they choose between mosaic beads or sewing. The childminder explains her activity plans and describes how she is extending each child's experiences by using their current interest in activities which are new to them. For example, by extending their role play or the variety of art and craft activities. As a result, children's creativity is successfully fostered and their art work is valued. The childminder's effective understanding of the Early Years Foundation Stage requirements encourages children's welfare and learning. The parents and the childminder discuss the children's routines, interests, and some starting points. They share the child's achievements at home and work in partnership together. The childminder is continuing to develop her child observation system which is linked to the early learning goals. However, the process to clearly identify the next step in their ongoing development is not fully embedded. In addition, the process to share relevant information where a child attends another setting is not yet established. Children demonstrate a close relationship with the childminder and enjoy being with her. Young children show signs of feeling safe and seek comfort from the childminder. They are secure, comfortable and settled. Children have free choice when choosing resources from the well organised range of equipment which is easily accessible. The childminder encourages the children to help tidy up the toys. The toys and resources are stored in containers and cupboards, although these are not labelled with pictures to assist young children's self help skills.

The childminder makes good use of unplanned situations and successfully promotes children's individual ideas by asking questions which encourages them to solve problems. For example, as they used the mosaic beads to make a picture or the interactive game. The experiences, resources and provision of toys cover all areas of learning. The childminder actively encourages children's understanding of being healthy. She now has a process to promote good hygiene practices, such as making sure children use anti-bacterial soap and paper towels when washing their hands. Children are offered healthy meals or snacks in order to develop their awareness of foods which are good for you. They describe how they cross roads safely and the emergency escape plans. As a result, children are developing skills for the future and their understanding of being healthy, and how to keep themselves safe. The childminder asks imaginative questions encouraging children as they increase their confidence, independence, communication and problem-solving skills. The childminder together with the children explain how they recycle everyday items and use this in their modelling. Children explain how they have continued projects from school when considering the environment, such as using books made from recycled materials. This means that they are developing an understanding of the limitations of the planet.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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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