

Inspection report for early years provision

Unique reference number	EY410226
Inspection date	04/03/2011
Inspector	Justine George
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 August 2010. Registration is for the Early Years Register and both parts of the Childcare Register. Registration is for a maximum of six children under eight years of whom, three may be in the early years age range. When working with another childminder, she may care for a maximum of six children in the early years age range of whom two may be under one year. Registration does not include overnight care. The childminder currently cares for a one, four and five-year-old. The childminder lives at home with her parents and sister in Welling, Kent. Ground floor rooms and one bedroom will be used for childminding. There is an enclosed garden for outside play. There are schools, play parks, a library and shops within walking distance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children play with a wide range of resources and visit local places of interest. In the main, children's interests and developing skills are suitably pursued, although the childminder does not yet make full use of observation and the practice guidance for the Early Years Foundation Stage (EYFS) framework, to fully enhance and develop children's interests. However the childminder is keen to drive improvement, and recognises that this is an area for further development. She is keen to seek training to further improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop partnership work with other practitioners where children attend other settings to maintain a consistent approach when supporting children's learning
- identify all the risks with which a child may come into contact with and include this in the risk assessment, for example, make safe or inaccessible the loose wires and light pull, the glass in the furniture and corners on the fire and hearth
- use observation as an essential part of daily practice to identify and plan for children's developing interests
- utilise the Early Years Foundation Stage practice guidance to plan appropriate and varied play opportunities to extend children's learning, interests and needs.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is well fostered. All adults in the home have had the required checks carried out to ensure their suitability and children are supervised at all times. The childminder has good knowledge of safeguarding issues. She is aware of the procedures in the event of unfamiliar adult arriving to collect and the procedures if children are not collected. For example, she would contact parents/carers or the relevant authorities to ensure appropriate care for children. The childminder maintains all the required documentation which ensures the safe and efficient running of the setting. Written consent is obtained from parents to ensure children are cared for in line with their wishes. The childminder is first aid trained which ensures children's safety and care in the event of an accident. Accidents are kept to a minimum as the childminder carries out risk assessments to ensure the suitability of the home and any outings children embark on, although, not all hazards in the home have been identified or effectively minimised. For example, the light pull and wire in the hall way pose a safety hazard to children. In addition, glass in some of the furniture and some corners have not been made safe or inaccessible. The childminder has good knowledge of child protection issues and the procedures to follow in the event of any concerns. The written policy also provides a good reference tool. As a result, vulnerable children are well protected.

Equality and diversity is suitably promoted in the setting. Children have equal access to wide range of resources which depicts positive images of culture and diversity. Children explore the local and wider community, developing their social interaction and awareness of the diverse community in which we live. In the event of discrimination, the childminder would both support and challenge children to develop their understanding about the thoughts and feelings of others. The childminder has developed positive relationships with parents where she has sought good information about each child. This ensures that routines are consistent with home life and any dietary or health needs are adhered to. Parents receive verbal feedback on a daily basis, thus, they are well informed of their children's general wellbeing throughout the day. Should the childminder have any concerns about any of the children, this is shared with parents to ensure the required support is given. For example, sharing and using consistent strategies in the event of any behavioural concerns. A range of informative written policies and procedures provides parents with information about how the setting operates and the childminder's responsibilities in caring for children. The childminder has not yet fully explored partnerships with all those involved in children's care, for example, professionals at additional settings that children attend. As a result, information to benefit children's learning and development is not effectively shared to ensure a consistent approach, especially for children who are developing phonetic awareness.

The childminder duly maintains and drives improvement. She keeps her knowledge up-to-date through accessing information via the internet. She reflects on her practice to monitor children's effective use of time and to ensure they are stimulated. The childminder recognises some areas for improvement, for example, observation and planning for children's learning and development. To develop this

aspect of practice further, the childminder is planning to attend relevant training courses.

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

Children enjoy spending time with the childminder. They show confidence in accessing the different areas of the home, taking themselves off to the toilet or the main play room. Children are also confident sharing their needs, for example asking if they can have a drink. In addition, they have developed positive relationships with the childminder and enjoy her company in play and especially reading books together. As a result, children show a strong sense of belonging as they feel safe and secure, outside the family home. Children are well behaved as they enjoy participating in the range of activities on offer. Children's self-esteem is well fostered. This is because the childminder praises their efforts and supports them effectively, developing their confidence.

Children enjoy exploring many toys which are set out or are accessed from drawers. Children develop their eye and hand co-ordination through use of threading cards and they show good levels of concentration. Children very much enjoy reading books. Already they are recognising letters and phonetic sounds, learning from older siblings. Children very much benefit as the childminder has observed this positive interest and spends some time with children practising letter names and sounds. Therefore children are developing some skills for the future. Although, the childminder does not yet fully utilise the EYFS practice guidance to plan other experiences to develop this further using a variety of methods. In addition, observation of children's learning and development are not fully implemented. Thus, the childminder has not yet identified or planned appropriate and varied experiences to enable children to develop and pursue their different interests.

Children's health is effectively promoted. They play in a suitably clean and hygienic home and the cleaning routines ensure that toys are clean for children to use. The childminder is fully aware of procedures to minimise the spread of infection. In the event of a child becoming ill, parents are contacted to collect children and they excluded from the setting until better. Children develop personal hygiene habits through hand washing at appropriate times where clean towels and soap are provided. Children are well rested. They sleep in quiet surroundings and they have fresh bed linen. Use of an intercom ensures their comfort and safety. Children eat a variety of snacks and meals which are both freshly prepared and ready made. As a result, children's meals reflect the various food groups to aid nutrition. Children's physical health is suitably fostered. They access the garden, use local parks and walk to and from school. Therefore, this contributes towards promoting active lifestyles as children have regular periods of fresh air, to aid physical wellbeing.

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	2
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	2

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	2
The extent to which children adopt healthy lifestyles	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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