

Inspection report for early years provision

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Inspection date	01/03/2011
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 2001. She lives with her husband and two school aged children in Hoo, Rochester, 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 to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has a dog.

The childminder is registered to care for a maximum of six 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 three children in this age group. 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 satisfactory.

The childminder has an acceptable knowledge of the Early Years Foundation Stage. Overall she has some processes to support children's care and learning, and continues to establish systems to maintain their developmental records. The childminder does not have an up-to-date first aid certificate. She has some procedures in place to promote children's welfare. There are some systems promoting healthy lifestyles and risk assessments support aspects of children's safety. Children show signs of being at ease and secure with the childminder. They play with toys and resources some of which reflect the world around them. The childminder welcomes the parents' contributions and values the relationship with them. She makes sure that parents are informed of their child's day and the activities they have taken part in. She describes her process to develop links with other agencies. The childminder demonstrates an ability to maintain her continuous future improvements in order to further build upon her strengths.

What steps need to be taken to improve provision further?

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

- complete an appropriate paediatric first aid course (Safeguarding and promoting children's welfare) 21/03/2011

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

- improve the hygiene practices in order to prevent the risk of cross infection.

- For example, the system for storing children's individual towels
- improve the process to gather information from parents regarding children's starting points and use this in their initial assessment to make future planning more relevant
 - develop further the use of ongoing observational assessment across all six areas of learning and development to identify learning priorities and use these to clarify the next steps.

The effectiveness of leadership and management of the early years provision

The childminder has a sound knowledge of her policies, such as the complaints procedure and the process for lost or uncollected children. There is a safeguarding child protection procedure which complies with the Local Safeguarding Children Board. The childminder has updated her child protection knowledge by attending a training course. She is aware of the signs and symptoms of abuse and describes what action she would take in relation to child protection. The childminder has not updated her first aid qualification to secure her knowledge and understanding of current first aid care. This is a breach of a specific legal requirement. This means that some aspects of children's care and welfare are not fully protected. There is a first aid box which is easily accessible and she takes basic supplies on outings. The childminder has put into operation a system to make sure each child's essential information is readily available when outside the home. She has a system to record accidents and medication. The childminder conducts and maintains details of risk assessments within the home and garden. She makes sure that risks are minimized by carrying out visual checks each day. The childminder describes the process for ensuring children's safety when on outings and makes certain those details are maintained within the overall risk assessment report. She regularly practices and notes details of the emergency evacuation procedures. The childminder describes her hygiene practices, such as using individual towels. However, these towels all hang on the same hook and there is a potential risk for cross contamination.

The childminder has a satisfactory understanding of equal opportunities. Children are supported to develop good social and communication skills and a positive awareness of diversity. She promotes children's understanding of equalities through the daily activities and posters displaying positive images of diversity. The childminder makes sure that each family is supported according to their specific requirements. Every child is treated and valued as an individual. The childminder works together with parents and describes her procedure to develop links with other settings. The parents have provided the relevant written permissions, such as taking children on outings and to seek emergency medical treatment or advice for their child. Parents comment that they are happy with the service she provides. They mention their children are very happy and provided with fun activities. They say there is a good variety of toys ranging from fun to learning in order to aid the children's development. The childminder describes how she talks about stranger danger with the children and her procedure for crossing roads safely. As a result, this helps children develop an understanding of how to keep themselves safe. The childminder has considered aspects of her self-evaluation and understands areas to develop further in order to maintain her continuous improvement. She has the

capacity to build upon her strengths and a keen awareness to develop her child care knowledge.

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

Children are supported when making decisions, such as choosing to look at picture books or as they select musical instruments. Activities are adapted to their individual needs and they are encouraged to learn at their own pace. For example, as they use the large building blocks to build a tower. The childminder has gathered some information about children's daily routines and their likes and dislikes. However, she has not gathered information regarding their capabilities or starting points in order to make future planning relevant to individual children. The childminder describes how she makes sure that there is a balance of activities for children to access. She is beginning to record observations and to link these to the areas of learning. Although, this procedure is not fully established and does not clearly identify the learning priorities in order to clarify the next steps in their learning and development. Children are provided with a positive range of activities and resources some of which reflects equal opportunities. Nevertheless, the resources in the stacking storage system are not labelled with pictures to assist young children's self help skills.

The childminder offers regular opportunities for children to be active or take part in quieter activities. For example, reading books together or physical activities in the garden, and at the local park. This means that children have adequate occasions to be outside in the fresh air and learn about the benefits of physical activity. Children's well-being is supported and the childminder encourages their awareness of healthy eating. Drinks are easily accessible and regularly offered. The childminder describes her approach to behaviour management by giving appropriate examples of how she deals with a variety of different situations. Children are gently reminded to tidy the toys away so they are not a hazard as they clear a space to make a brick tower. The childminder describes how she regularly discusses the house rules with children. She encourages them as they develop skills for their future economic well-being, such as role play, matching games or using recycled materials in their modelling. The childminder uses the daily routine and activities to develop their knowledge and understanding. There are some toys and posters which show children positive images of the world around them. For example, children play with a varied range of small world figures or use books reflecting the wider world. This means that children develop an understanding about differing backgrounds or environmental issues.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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