

Inspection report for early years provision

Unique reference number	EY260733
Inspection date	09/03/2011
Inspector	Claire Parnell
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 2003. She lives with her husband and one child in Staplehurst, Kent. The whole house, excluding the main bedroom, is used for childminding, and there is a fully enclosed garden available for outside play. The childminder holds level three qualifications in child care and learning.

The childminder is registered on the Early Years register and the voluntary and compulsory parts of the Childcare register. The childminder is registered to care for a maximum of five children at any one time and currently looks after two children in the Early Years age group on a part time basis. When working with an assistant the childminder is able to care for higher numbers of Early Years aged children. The childminder attends local amenities within her community. The childminder drops off and collects from local nurseries and schools. The childminder is a member of an approved childminding association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are cared for in a warm and friendly environment which is safe and welcoming. The childminder successfully promotes most aspects of children's development and welfare. However, the childminder does not always complete a risk assessment or gain consent for emergency treatment to consistently promote the welfare of children. The children settle quickly and are confident in the childminder's care due to her knowledge of children's individual needs. The childminder is developing professional relationships with parents to ensure continuity of care is offered to the children. Parents are kept inform of children's achievements and their daily experiences through a two way communication system. Most recommendations are met from the last inspection and the childminder's commitment to establishing an evaluation system provides a sound basis for her capacity 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:

- keep a record of the risk assessment cleaely stating when it was carried out, by whom, date of review and any action taken following a review or incodent (Suitable premises, environment and equipment) 16/03/2011
- request parental permission to seek necessary emergency medical advice or trwatment in the future (Safeguarding and promoting welfare) 16/03/2011

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

- develop a self-evaluation system to assess the service strengths and take action to improve on identified weaknesses
- develop the observational assessment to inform the planning for each child's continuing development.

The effectiveness of leadership and management of the early years provision

Vulnerable children are protected as the childminder has clear knowledge and up-to-date information about child protection procedures. She ensures parents are made aware of her responsibility to protect children from harm through concise policies and procedures as well as records for accidents and incidents. The premises are kept safe and secure through daily checks with no hazards identified within the house and outdoor area relating to the individual children in her care. The childminder's written records do not include a record of the risk assessment or consent to seek emergency treatment for children, which is a breach of regulation. Children are supervised well, without deterring from them leading the play. The childminder clearly understands her responsibility to ensure children are supervised by vetted people at all times and demonstrates this through the police checks carried out on her family and her assistant.

The childminder is aware of her strengths and is able to identify the areas that she wants to improve within her service. She has recently returned to childminding since starting a family herself and understands the importance of evaluating her practices and implementing changes where practice and procedures have changed. The childminder is aware of the need to develop a system to formally evaluate her provision to promote the outcomes for children. The childminder has met most of the recommendations from the last inspection with the exception of one.

Children have access to a wealth of good quality resources and equipment. These activities promote children's learning and enhances their independence and choice. The childminder encourages the children to use the whole of the downstairs area by extending their play throughout the lounge, kitchen and the play room. Children confidently lead the play, whilst the childminder extends the use of space and resources; such as the play vehicles and technology toys. The childminder ensures that she uses information about the children's backgrounds adequately. She is aware of their religion, language spoken at home and their home routines to ensure their individual needs are met. Children have access to a basic range of resources that promotes inclusion and equality through play such as books, posters and play figures.

Partnerships with parents are positive. The childminder engages with parents through a contact book used to communicate what the children have experienced during the day and to share their achievements with the parents. This is a developing system as the childminder has only cared for the current children for one week. The childminder offers communication links with the parents during the

day whilst children are settling such as text messages for reassurance. The childminder has links with local pre-schools and ensures that other settings are aware of her responsibility to pass on relevant information to the parents, therefore, promoting adequate links to support children's continuous progression.

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

Considering the children in the childminder's care have only been with her a week, they are happy, settled and confident to ask for help in their play and to meet their needs. They independently explore and access a good range of resources which positively reflect all areas of learning. The childminder ensures children initiate their play and then demonstrates good skills at extending children's experiences through the introduction of other resources and open ended questions. Children's communication is promoted well through ongoing conversations and enthusiastic discussions about their activities, play and their experiences. Young children respond well to the childminder by using gestures, expressions and babbling to communicate their needs and their contentment in her care. The childminder is skilled at differentiating the same activity to relate to individual children's stages of development and ability to understand and extend their learning. Children are inquisitive and positively learn by trial and error. A one year old sits playing with a programmable toy computer, experimenting with the buttons that make different noises relating to shapes and numbers, learning that when the lid is closed the noises stop. Older, pre-school children use programmable toys to sing familiar songs and demonstrate their understanding of numbers and shape by naming them before the toy names them. Older children's skills to mark make and recognise letters familiar to them are part of their daily routine through labelling drawings and craft activities. The childminder is very careful to support children's physical development, particularly the younger children. They are encouraged to climb the stairs themselves with a supporting hand from the childminder to steady them but with encouraging words to help them gain the confidence to climb to the top. Through these activities children develop the skills for future learning.

Children's all round development is supported well. Basic observations are made of children's achievements, particularly those relating to their starting points when they are settling. However, these observations are not always linked to areas and stages of learning, therefore evidence of their ongoing progression is not easy to follow. As the children have only attended for one week, the childminder is using the observations to form a basis for future planning of their individual development.

Children feel safe in the childminder's care and learn about safety aspects throughout their daily routine. For example, young children are supported up and down the stairs and listen to the reasons why they should not play behind curtains. Children have access to freshly made drinks throughout the day. The childminder responds to children's requests for snacks and helps them to understand the importance of making healthy choices such as raisins and cucumber. The childminder is proactive in providing appropriate vessels for drinking according to

home routines and children's stages of development, helping children to progress within their self-help development. Children access fresh air on a daily basis within the childminder's garden and by walking to local amenities such as the parks and libraries.

Children's understanding of hygiene is promoted well. The childminder has resources around the house to promote good hygiene such as gel for visitors to use at the front door and individual flannels for children to wash and dry their faces and hands. This prevents cross infection amongst the children in her care. Children are encouraged to learn about routine hygiene practice such as washing hands before eating and after toileting and messy play. Young babies are encouraged to wipe their hands using wet wipes before and after eating.

Children are well behaved in the childminder's care. They respond positively to the childminder's responses to their actions. They quickly grasp boundaries and the childminder's explanations about acceptable behaviour towards each other. They interact well with other children including the childminder's own children. The childminder is a good role model to children using good manners and showing high levels of respect towards the children. This is reciprocated well by the children by giving hugs when younger children go to bed and showing a caring attitude towards others when younger children topple over.

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	2
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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