

Inspection report for early years provision

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Inspection date	21/03/2011
Inspector	Sue Taylor
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 registered in 1991. She lives with her husband and adult child in The High Brooms area of Tunbridge Wells, close to shops, parks, schools and public transport links. The ground floor and a bedroom on the first floor of the home are used for childminding. There is an enclosed garden for outdoor play. The family have two cats.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register 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. The childminder is currently minding four children in the early years age group, in part time places. She is also registered by Ofsted on the voluntary part of the Childcare Register to provide care for children over the age of eight years.

The childminder collects children from the local school. She does not provide overnight care or funded early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is gaining confidence in her knowledge of the Early Years Foundation Stage. Most of the required documentation is in place. The breaches of specific requirements do not have a detrimental impact on the safety and well-being of children. Overall, children's learning needs are being met, although there is limited monitoring of their progress and parents are not actively involved. The childminder demonstrates she is aware of the areas she needs to develop to bring about improvement in children's learning and assessment. Future plans are satisfactory and likely to bring about some improvement to the provision.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment record identifies and covers all aspects of the environment used by children to show how hazards are minimised or managed (Suitable premises, environment & equipment) 18/04/2011
- keep a written record of medicines given to children (Documentation) (Also applies to both parts of the Childcare Register) 21/03/2011
- ensure that all children have appropriate observational assessments in place to enable the planning of experiences which are appropriate to each child's 04/04/2011

stage of development as they progress towards the early learning goals (Organisation).

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

- develop systems that show how well children are progressing towards the early learning goals from their starting points, enabling improved planning for any identified gaps in children's learning and development
- consider providing a greater range of unusual or interesting materials and resources that inspire exploration for all ages.

The effectiveness of leadership and management of the early years provision

The childminder maintains a safe and secure home; for example, a safety gate at the kitchen door prevents unsupervised use of the kitchen. Written risk assessments for various outings include useful details, showing how children are kept safe. However, the risk assessment for the home and garden is more of a checklist and does not fully note identified hazards or show how these are minimised. The childminder is not always keeping a record of when medication is administered, although parents are informed. These are breaches of specific legal requirements in the Early Years Foundation Stage. The childminder has a sound awareness of what action she needs to take in the event of a child protection issue. Overall, safeguarding procedures are secure and all required checks on adults have been carried out.

The childminder is keen to develop her practices and knowledge. She has a sound awareness of her strengths and identifies areas for improvement, such as children's learning records. She has met the recommendations set at the last inspection and these support improving outcomes for children. She supports children's developing awareness of equality and diversity, with a good range of different resources and some activities. Children are valued as individuals and their care needs are met well. She has a growing awareness of where most children are in their learning across the six areas of learning. However, there is no effective process of monitoring children's progress from their starting points, to enable achievement gaps to be identified and narrowed. Indoor and outdoor resources help support children's learning and development. Children are able to easily access some of these, making choices and decisions about their play.

Partnerships with others are satisfactory. The childminder ensures she has the necessary details from external services to ensure a child gets the support they need. She is aware of the need to communicate with other providers delivering the Early Years Foundation Stage for particular children. Although this shared information is not always used effectively to fully support children's learning and continuity of care.

Written policies and procedures help inform parents of the childminder's practice. Positive relationships develop with parents and verbal discussions help ensure any

individual care needs are shared. The childminder uses questionnaires and a comments book to gain the views of parents. These show that parents are very happy with the care their child receives. When a child starts with the childminder the 'All About Me booklet' is very useful in gaining good detail about the child and what they can do. However, parents are not effectively involved in supporting children's ongoing learning or encouraged to contribute to the assessment process.

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

The childminder has a developing knowledge of the Early Years Foundation Stage and overall children make sound progress in their learning. Observations made while children play are linked to the areas of learning and aspects. The noted next steps either extend activities that children enjoy or support further development; however, these are not in place for all children. This breaches a specific legal requirement as the childminder is unable to effectively plan and provide experiences that are appropriate to each child's stage of development as they progress towards the early learning goals. The childminder does have a general overview and ensures children have access to an appropriate learning environment.

The childminder ensures children have access to toys and activities that are varied and they enjoy, as well as supporting their learning. The outdoor play area is set up, weather permitting, before they arrive with a range of resources to help develop physical skills; for example, ride on toys, a slide and a chalk board. Indoors, children have access to a large toy box that contains toys they can easily access. Others toys, such as puzzles and construction blocks, are in a cupboard or large storage boxes. Children's imagination and creative development is supported through resources, such as the cars and garage or dressing up. They are able to explore some different media such as paint or play dough, with sand or glitter added. However, the range of alternative materials that inspire exploration and sensory investigation is small. Overall, children generally secure the skills they require in order to progress in their future learning.

Children are relaxed, happy and very settled. They learn how to keep themselves safe as they practise fire drills or road safety. Children show they feel safe with the childminder, readily approaching her if they are upset or want something. Good quality interaction and well organised routines help children to become secure and confident. As a result, they know what is expected of them. They adopt good personal hygiene routines through the childminder's practices; for example, they wash their hands before eating and have their own towel for hand drying, which helps prevent cross infection. Nutritious snacks and home cooked meals are provided if parents wish, helping children maintain a healthy lifestyle.

Children display a strong sense of belonging and positive self-esteem when with the childminder. They build good relationships with adults and other children, learning to share and co-operate. Their behaviour is very good.

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	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	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- must keep records of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it (Records to be kept) (also applies the voluntary part of the Childcare Register). 21/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the compulsory part of the Childcare Register (Records to be kept). 21/03/2011