

Inspection report for early years provision

| | |
|--------------------------------|--------------|
| Unique reference number | EY343131 |
| Inspection date | 22/03/2011 |
| Inspector | Jane Wakelen |
| Type of setting | Childminder |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 in Minster, Sheerness. The whole of the downstairs of the childminder's house and two bedrooms upstairs are used for childminding. There is a fully enclosed garden for outside play.

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 minding three children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several groups run in the library on a weekly basis. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in the childminder's home, because she knows them well and treats them as individuals. The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage, although the written assessment files do not truly reflect this. Children make good progress in their development and the children's progress is shared with their parents on a weekly basis. Positive relationships with parents supports children's development and promotes children's welfare, although partnerships with other providers is not fully established. The childminder has completed a self-evaluation of her practice and has identified the strengths and weaknesses of her provision, to ensure continuous improvement is made, to promote good outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop the observation, assessment and planning system to evaluate what children have learnt to identify next steps in their learning to inform the future planning
- extend opportunities for children to use resources and partake in activities to extend their awareness of diversity
- develop partnerships with other settings who have shared care of children to share children's development and learning records

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding about protecting children in her care. She has attended a safeguarding course and implements the comprehensive policy into her practice. The childminder has contact details for outside agencies and relevant documentation in place, all well-maintained, to support the policy and thereby protect children's well-being. The environment in which children are cared for and educated is safe and secure. Children move around the downstairs of the home with confidence, accessing a range of resources selected by the childminder. Thorough risk assessments are carried out on a regular basis to ensure all areas of the childminder's home are suitable for the children to play in. The childminder arranges fire drills to ensure children understand the evacuation process in the event of an emergency, therefore protecting their safety.

The childminder has a good knowledge of each child's background and needs and ensures she offers appropriate care for each individual child. Children have weekly opportunities to socialise with other children and their carers at activity groups, meeting their local community. Children have access to a good variety of books and assortment of puzzles, reflecting the wider community, although other resources are limited to fully reflect diversity. The childminder fully promotes good outcomes for children, to enable them to develop to their full potential. A range of resources are accessible to the children, some pre-selected by the childminder and others available upstairs in the spare room. The resources are in good condition, well maintained and suitable for the ages of children attending the setting. The childminder demonstrates an awareness of extending resources to ensure they meet children's needs as they grow and develop.

Parents are happy with the care their children are receiving and are kept fully informed of their children's achievements, well-being and development on a weekly basis. They are encouraged to contribute to this process through a variety of ways, for example, photographs or verbal discussion helping to support children's learning and development. The childminder shares information about her practice with the parents including the policies and procedures and any new activities she intends on offering. They see all the relevant documentation which is up-to-date and accurate enabling them to have a good understanding of the roles and responsibilities of the childminder. Written consents for aspects of care are obtained from parents to fully promote children's well-being. The childminder is aware of the importance of sharing information with other providers who share care of the children and outside agencies when applicable. However, this is not fully established.

The childminder has completed a self-evaluation, taking into account parents views, to accurately identify the strengths of her setting and areas to further develop. The childminder has updated policies and procedures and reviews the activities and different groups the children attend to ensure this meets the children's needs. Training is viewed as a way to improve the service provided to children and to extend the childminder's knowledge, thus promoting the good outcomes for children. All recommendations from the previous inspection have

been addressed and implemented. As a result children's welfare is fully promoted and safeguarding is given high priority. Therefore, the capacity of the provision to maintain continuous improvement is good.

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

Children are settled and confident in the childminder's home. They move around her home freely and show familiarity with the resources and where to find them. Children show good concentration in the self-chosen activities, happily looking at books and pretending to tell a story or sharing them with the childminder. Children treat books well and understand about turning the pages from left to right, supporting their reading skills. The opportunities to regularly visit the library actively support children's literacy skills and an enjoyment of books. The childminder talks to the children all the time, asking questions and supporting children's speech and language, promoting confident communicators. Children show a good understanding of early numeracy skills asking for more apple and observing the different sized shoes. One child stated 'I have a round pot and they have a square pot' reflecting their observational skills in their environment. Children identify empty when all the toys have been taken out of the container and put them all back in to 'fill it up'. Children are able to develop their imagination using the role play equipment, pretending to use the iron and using the play kitchen to make adults cups of tea and dinner for their friends. Children listen to music and are able to sing rhymes from memory. The bounce and rhyme session at the library, further supports children's creative development. Opportunities to paint, draw and use play dough are planned into the week, with additional resources for creative play available at the 'sticky fingers' group.

Children show excitement at playing in the garden and tell the childminder they need their coats and boots on, showing their developing understanding of routines. Children play on the swing and develop skills in bouncing and hitting balls with the plastic golf clubs. They use tricycles and sit and ride toys to manoeuvre around the garden and enjoy playing in the toy shed with the good range of equipment. The childminder helps children learn about the world around them, showing the children a ladybird on the plants and encouraging children to listen to the birds singing and identify other sounds they can hear. They watch the trees changing with the seasons and show interest looking at the flowers when on outings. Visits to the beach and local park, help children learn about the natural world, whilst supporting a healthy lifestyle with fresh air and exercise. Opportunities to use resources to support their communication technology are developing, using the cause and effect toys and the small children's laptop. They are able to develop good skills for their future because of the good progress they make in numeracy, literacy and communication technology. The childminder makes regular observations and records these in a weekly record for parents. However, these are not evaluated to identify children's next steps in their development to inform future planning. The written records do not reflect the good learning that is happening for all children on a daily basis.

Children are able to develop a good understanding about living a healthy lifestyle because of the daily opportunities to benefit from fresh air and exercise. Children go for walks to the local beach or park and have good opportunities to use the large play equipment at the park or in the garden. They are given healthy snacks, although they are unable to make choices as only one option is offered each day. Children have constant access to their drinks of water and are reminded about having a drink regularly throughout the day. Hand washing is encouraged before children eat and after using the toilet or having their nappy changed to promote good hygiene routines. However, children share one hand towel which does not fully promote prevention of cross infection. Parents provide food for their children's lunch which is stored appropriately in the kitchen. Children show a good sense of being safe as they approach the childminder for reassurance or to share some information. Older children remind their younger peers to 'watch the step' when outside and tell them to be careful when bouncing. They learn about keeping themselves safe. For example, when they drop food on the floor they know they must not pick it up. They turn round on their tummies to come down the stairs and know to wait for the childminder when walking up the stairs. Children are able to play in a safe environment because the childminder ensures her home is clean, safe and all the toys well maintained. Children learn about road safety, holding an adults hand when on outings and build awareness of talking to strangers when away from the childminder's home.

Children play exceptionally well together, learning to share the equipment and resources. All children are treated with respect and as individuals which helps to ensure their individual needs are met. Children are confident and show good levels of self-esteem as they build good relationships within the setting, both with each other and the childminder and her family. Children are able to make choices and able to play on their own as well as with their peers. They behave exceptionally well and begin to show a good awareness of the house rules and routines, helping to tidy away the toys to make room for additional resources.

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 | 3 |
| 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 | 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 | 2 |
|--|---|

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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

| | |
|---|-----|
| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
|---|-----|

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