

Inspection report for early years provision

Unique reference number	156023
Inspection date	14/03/2011
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 family in Gillingham, 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 childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group.

The childminder is registered to care for a maximum of five 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 two 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 good.

The childminder effectively meets the individual needs of each child. She encourages their learning and continues to extend their developmental records. Overall systems and processes are in place for most of the required records. The childminder has a strong association with parents. She actively works together with them to promote children's welfare. This means that there is consistency of care to encourage their well-being and development. The childminder describes her procedure to build links with other settings. Children's safety is effectively assessed and records are maintained. They demonstrate a sense of security as they play and learn within safe boundaries. They are encouraged to develop an understanding of the wider world as well as their local area. The childminder's use of self-evaluation to maintain her ongoing continuous development and her potential future improvements is good.

What steps need to be taken to improve provision further?

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

- improve the system to retain the record of medicines given to children. For example, to ensure there is sufficient information about the medical condition including the authorization from parents
- improve systems to clearly identify children's next steps and review the process for parent's comments to be included in the child's development to ensure these are used to lead future planning.

The effectiveness of leadership and management of the early years provision

The childminder actively promotes the children's care and well-being through effective safeguarding procedures. She has a competent knowledge and understanding of how to safeguard children to make certain their welfare is a priority. The childminder confirms the process she would take regarding child protection issues and she has access to a good range of information relating to safeguarding. The childminder works in partnership with parents and describes the process to foster links with outside agencies. Parents provide all the required written permissions, for instance, to seek emergency medical advice or treatment and to administer medication. She has also obtained written permission to use public transport. Nevertheless, there is no effective system to preserve records about a medical condition including the authorization from parents. The childminder holds a first aid certificate so that children benefit from appropriate care following an injury. Children's essential information and the written permission to seek help in an emergency are always readily available when outside the home. The childminder regularly conducts and makes a record of risk assessments within the home, garden and for every outing. She has recently introduced an 'activity' risk assessment to identify and cover anything with which a child may come into contact. Together with the children the childminder talks about how to cross roads safely or the regular practice for fire evacuation. Consequently, this makes sure that children understand how to keep themselves safe when out walking and the practice for an emergency.

The childminder is motivated and has a competent understanding of her role. She strives to continually improve her practice in order to benefit the children she cares for. The childminder consistently improves her childcare knowledge by attending training courses and workshops. She has good systems in place to consider self-evaluation. She explains that she has noted on her future action plan to offer more choices to children. For example, she is implementing a system to develop a resource book of equipment which is stored in cupboards or the outside shed. The childminder has a good understanding of equal opportunities. She effectively promotes diversity through the daily activities and posters displaying positive images. This means that there are many opportunities for children to gain knowledge of the wider world. Children's records have details of their appropriate care needs, such as their cultural background, language spoken and religion. Each family is supported according to their specific need and no child is disadvantaged. As a result, all children are valued and treated as individuals. The childminder uses resources and the space well to encourage children's learning potential. For example, there is a good quality range of resources and equipment for children of all ages to promote and support their development.

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

Children are provided with extensive opportunities to build upon their sense of belonging. For example, they have separate storage containers to store their personal belongings, such as shoes or book bags. The childminder provides a good range of toys and experiences to make sure she covers all areas of learning. Children have many opportunities to freely choose resources and toys because the childminder successfully labels the storage containers or the larger toys are kept on open shelves for easy access. In addition, the childminder has organised a craft resources area. For example, this enables children to express themselves using mark making through free play or planned activities. As a result, children are making good progress in their development and they are provided with many opportunities for self selection. The childminder has a competent understanding of the Early Years Foundation Stage requirements and consistently supports children's welfare and learning. The parents and the childminder discuss the child's current interests, abilities and starting points. This vital information is used in each child's 'baseline' assessment to make certain that the planning is relevant to every child. She effectively records observations which are evaluated and linked to the early learning goals. Nevertheless, the system to identify the next stage in the child's ongoing progress and to include parent's comments is not yet fully established.

Children enjoy being with the childminder and demonstrate a close relationship with her. They are comfortable, settled and secure. There are good procedures in place to reduce the risk of cross contamination, such as a system to ensure all children can easily identify their individual towel. However, good hygiene practices are sometimes not followed. For example, before offering finger foods children's hands are not always washed. The childminder successfully supports children's understanding of the concept for recycling waste items in the local community as well as encouraging an awareness of the wider world. This means that children develop a positive awareness of environmental issues. Children have regular opportunities to be conscious of equality through the good range of posters reflecting positive images of diversity. They have opportunities to extend their knowledge of the world around them. Children are developing communication, independence and problem-solving skills through the balance of child-initiated and adult led activities. The art and craft activities are often linked to the planning and topic themes. Children's creativity is fostered and their art work is valued. They make their own posters, such as for house rules and how to evacuate the premises in an emergency. Children have opportunities to be outside in the fresh air every day and they are encouraged to be active. The childminder offers healthy snacks as she supports children to gain an understanding of foods which are good for them, such as fruit and vegetables. As a result, this contributes to developing children's understanding of a healthy lifestyle and promotes their future economic well-being.

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	2
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	2
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
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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

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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

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