

Inspection report for early years provision

Unique reference number	EY347770
Inspection date	30/03/2011
Inspector	Jane Wakelen
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 2007. She lives with her husband and daughter aged nine years, in Kennington, Ashford, close to local schools, parks and shops. The downstairs and one bedroom and the bathroom upstairs in the childminder's home 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 two 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. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and confident in the childminder's home where they are safe and secure. The childminder has a satisfactory understanding of the Early Years Foundation Stage and organizes activities to meet children's individual needs. However, the observation, assessment and planning process is not fully established to provide activities to meet all six areas of learning and provide activities to challenge and extend children's learning. Partnership with parents is positive, with parents having access to policies and procedures. However, parents are not asked to contribute to the assessment and planning process. The childminder has started to carry out a self-evaluation of her practice but this is not yet fully established to be effective in identifying areas to improve.

What steps need to be taken to improve provision further?

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

- make systematic observations and assessments of each child's achievements, interests and learning styles. Use these to identify learning priorities and plan relevant and motivating learning experiences for each child
- encourage parents to review their children's progress regularly and contribute to their child's learning and development record
- maintain a two-way flow of information with providers who share care of the children
- develop systems to ensure that the individual needs of all children are met through a process of self-evaluation

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding about keeping children safe and protecting them from harm. She has a safeguarding policy which she implements effectively and shares with parents, keeping them informed of her role and responsibilities. She has attended training and understands the procedure to follow if she has any concerns about children in her care. Risk assessments are carried out daily, identifying any hazards within the environment and measures implemented, such as cupboard locks. The childminder holds a current first aid certificate and obtains permission from parents for emergency medical treatment, promoting children's welfare in the event of an accident. Children learn how to keep themselves safe when outside of the childminder's home, for example they learn the importance of road safety and why they should hold an adults hand.

The childminder welcomes all children into her home promoting equality and diversity. Children learn to play well together, taking turns and sharing the toys. The written policy is shared with the parents and implemented into the childminder's practice, encouraging children to play together and accept each others differences. The childminder obtains all relevant information from the parents before the children start at her setting, to enable her to meet their individual needs. Resources to reflect positive images of diversity and disability are limited. This prevents children extending their knowledge and understanding about diversity in society. Children have occasional opportunities to meet people in the wider community. General resources are accessible, but limited in quantity. Children play with toys which are in good condition and suitable for the age of the children attending. However, books and resources to promote communication technology are particularly limited.

The partnership with parents is positive. Parents demonstrate their satisfaction with the care the childminder offers through written references and verbal communication. The children are involved in some decision making, although opportunities to actively gain their views and suggestions have not yet been fully explored. There is a regular exchange of information through verbal communication and the use of contact diaries for the youngest children. Parents are shown the childminder's service statement and her policies and procedures, together with relevant documentation to meet the requirements of the Early Years Foundation Stage. However, systems to share information with parents on how well their children are achieving has not been fully implemented, due to the weaknesses in the observation, assessment and planning process. Written consents for aspects of care, such as photographs and outings, have been obtained from parents to ensure children are safe and their well-being promoted. The childminder has not yet established partnerships with other providers who share care of the children in her care. Therefore, children do not experience continuity of care.

The childminder has made satisfactory progress in improving her provision and has recently completed additional training for a qualification. She has identified the importance of children being able to socialise and meets with other childminder's

to share outings and some activities. However, a system for self-evaluation has not been fully developed to fully identify areas for improvement to improve the quality of provision for all children.

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

Children are happy and settled in the childminder's care and build warm relationships with her. Children receive support, helping to dress the dolls or rolling out the play dough, making them feel secure and valued. The childminder talks to the children all the time, asking them what they are doing and encouraging children to reply, developing good communication skills. Children happily sit on the floor to play with the tea set and play food, learning the names of the food and making 'dinner' for the childminder. They choose to dress up as a favourite character using their imagination or push the dolls around in the car, describing where they are going on their journey. Children's creative skills are further developed in opportunities to stick and create an end product using a variety of resources, such as stickers, crayons and coloured paper, which are accessible in adult-led activities. Children name shapes, such as circle, star and heart when using the stickers in art and craft. They recognise the shape of the biscuits at snack time and happily compare the quantity of biscuits to rounds of cheese. Children count in their play, when building with the bricks and sort by colour and shape. They use the small coloured pegs to make patterns and shapes, supporting their numeracy skills. Problem solving occurs throughout many activities and children are beginning to use mathematical language in their play.

Children use the wooden bricks to build a tower and learn how to make it balance. They have opportunities to explore the natural environment, through walks to the park and the woods, observing the different seasons, finding different flowers and plants. Occasionally activities are organised for different trails in the woods. For example, an Easter trail to find the eggs with their peers, helping develop co-operative play. Children show enjoyment with the few books available and ask to have a story read to them. They ask questions and link the words to the pictures, supporting their understanding of the story. However, books and resources to support children's understanding of communication technology are not sufficient to fully support children's learning. Children are beginning to develop good hand and eye co-ordination holding a pencil with a pincer grip and beginning to form letters in their name. They learn that marks carry meaning as they ask what the words say in the card they are making or what the childminder is writing. Children use the stickers to decorate their picture showing good fine motor skills as they use their finger and thumb to peel off the stickers. Opportunities to use large play equipment are available in the garden when the weather is dry and the park, giving children space to run and climb.

The childminder is aware of the children's abilities and where they are in relation to their starting points. However, she has not implemented a system to carry out regular observations on the children, including information on their interests and learning styles. This means that next steps are not identified and consequently,

planning is not fully supporting the children's individual needs to provide challenging, learning opportunities to address all six areas of learning.

Children learn about a healthy lifestyle as they adopt good personal hygiene routines, eat healthily and have regular opportunities to benefit from fresh air and exercise. Healthy eating is promoted in partnership with the parents, with children being able to explain why the food they have is good for them. Children are able to access drinks at all times in their own beakers ensuring they remain well hydrated. The childminder adopts good hygiene routines, providing a good role model for the children. She takes good steps to reduce the risk of cross-infection as children's noses are wiped frequently and separate hand towels are used after hand washing. Effective measures are taken to prevent the spread of infection as children stay at home if they are unwell. Children begin to learn to keep themselves safe as they go on outings with the childminder. They learn about road safety and to stay with the childminder. Children learn to handle different tools with the dough, safely and are reminded of the importance of sitting on their chair properly to prevent themselves falling off. Children show how to keep safe when they use the stairs, taking one step at a time and holding onto the handrail.

Children display a strong sense of belonging as they move around the childminder's home with confidence and familiarity. They confidently approach the childminder to meet their needs and display self-esteem in their play, often ordering the childminder to follow their lead. Children form positive relationships with the childminder and their peers. They have some opportunities to learn about diversity through different experiences when on outings, but activities and resources are limited. Children are beginning to learn co-operation skills in their play and begin to make some decisions about their learning and the activities they carry out. They ask questions about things in their environment and processes, enabling them to make sense of the world they live in. Children generally make satisfactory progress in communicating, literacy, numeracy and skills in communication technology, to develop skills for their future.

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	2
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

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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	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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