

## Inspection report for early years provision

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<b>Unique reference number</b>	EY418050
<b>Inspection date</b>	07/04/2011
<b>Inspector</b>	Sarer Tarling
<b>Type of setting</b>	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 2010 and lives with her husband and their three children aged 13, 10 and 22 months. They live together in a terraced house in New Ash Green, Kent. The whole of the property is suitable to be used for minding although minding generally takes place on the ground floor. Children play in the lounge/diner and use the ground floor bathroom. There is a secure garden for outside play. The family has two pet guinea pigs.

The childminder is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. Registration is for five children under 8 years; of these, not more than two may be in the early years age group, and of these, not more than one may be under 1 year at any one time. The childminder also provides care for older children and currently has one early years child on roll and two children over the age of eight.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder demonstrates a good knowledge and understanding of the welfare, learning and development requirements of the Early Years Foundation Stage framework. She continues to develop her observation and assessment strategies in order that they have a positive impact in improving the outcomes for children. Children greatly enjoy their time with the childminder, playing with the good range of activities and resources, and as a consequence are making good progress in their learning and development. Children are generally safe and feel secure. The childminder is keen to maintain and drive improvement and has taken effective steps to ensure her good practice continues to develop.

## **What steps need to be taken to improve provision further?**

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

- develop a system of using the observations of children's interests and achievements to clearly identify the next steps in their learning and use these to inform future planning
- improve children's safety, in the event of a fire or emergency situation, by practicing the emergency evacuation routine regularly so that all children know how to protect themselves in an emergency and by providing a smoke detector on the first floor
- improve the written complaints procedure to show clearly how concerns and complaints will be managed and recorded.

## **The effectiveness of leadership and management of the early years provision**

The childminder demonstrates a good knowledge of safeguarding and child protection issues. Adults in the home have had the required checks carried out to ensure their suitability and the childminder only releases children to those authorised by their parents. She is aware of the different forms of abuse and the possible signs and symptoms that could indicate a child may be at risk from harm. The childminder is aware of her responsibilities with regard to recording and reporting any concerns with appropriate organisations, helping to ensure vulnerable children are protected.

The childminder routinely reviews her risk assessment of the home and garden and conducts daily checks before children arrive ensuring the environment is free from hazards and secure. Children are generally well protected in the event of a fire as the smoke detector, located on the ground floor, is routinely checked and a fire blanket is positioned in the kitchen. Although the childminder has carefully considered all aspects of her emergency evacuation plan she has not yet practiced this with children so they may not be fully aware of how to protect themselves in an emergency situation. Permission has been obtained enabling the childminder to seek emergency medical advice or treatment, if necessary, and prior consent is sought before the administration of medication. In the event of any accidents, children receive good care as the childminder has an up-to-date knowledge of first aid and she keeps accurate records which are shared with parents, as required. Consideration has been given to the planning for children's safety whilst on outings and the childminder ensures she carries all the necessary items, such as emergency contact numbers and a portable first aid kit, when out and about.

All of the required documentation is in place which ensures that children are cared for in line with parents' wishes. The childminder seeks useful information about each child's interests, stage of development, home routines and health needs during the settling in period. This helps to ensure their unique needs can be met effectively. Parents are kept well informed of their child's wellbeing through daily communication, including texts, and through the use of a daily activity log. This also provides details about children's learning and progress. The childminder has a number of written policies and procedures in place and has plans to extend these to reflect all areas of her service and to help keep parents informed of her responsibilities in caring for children. Although the complaints procedure does not clearly show parents how their concerns or complaints will be managed or recorded. The childminder is aware of the importance of working with all those involved in the care of children should they attend other settings or if they receive support from other professionals. This promotes continuity and consistency of care for children.

Children have access to a good range of age appropriate toys and equipment which are easily accessible. As a result, children make independent choices about what they would like to do. The childminder is well organised and plans her time effectively so she can spend time interacting with the children when she collects them from school and during school holidays. Children are well supported in

learning about the diverse community in which we live. They visit local groups and places of interest, developing social relationships and an awareness of how others work and live. Furthermore, children play with a selection of toys and resources which depict positive images of diversity.

The childminder shows a commitment to maintaining continuous improvement by reflecting at the end of each day on her observations of how much children enjoy the activities and by thinking about what they learnt from the experiences. Questionnaires are used to canvass the opinion of both children and parents and these are also used as part of self-evaluation. Parents' comments reflect that they are extremely happy with the childminder and are pleased with how well the children have settled. They praise her common sense attitude and enthusiasm and say they feel completely at ease leaving their children with her as they are treated as part of the family. The childminder is committed towards driving improvement and keeping abreast of current childcare issues and best practice by subscribing to childcare magazines and has put herself forward to attend a number of training courses with the local authority.

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

The childminder is committed to ensuring children adopt active and healthy lifestyles. Children have regular opportunities for fresh air and exercise and enjoy playing in the garden with the bats and balls, riding on the see-saw and using the slide, jumping on the trampoline and learning how to play a game of rounders. Regular trips to parks enable the children to run around in open spaces, to use more challenging climbing equipment and to practice their large motor skills. The childminder also recognises the importance of rest and after school the children can have a snuggle on the settee to recharge their batteries.

The childminder ensures the good health of children as the home is extremely clean and hygienic. Children understand why they should wash their hands after visiting the bathroom, touching the pets and before eating and say they will, 'get germs and belly ache' if they don't. The spread of infection is reduced as children are appropriately excluded from the setting if unwell. Children are well hydrated and enjoy the good range of healthy snacks and homemade meals which provide them with a balanced and nutritious diet. Favourite dinners include; fajitas, chicken curry, chilli and roast dinners. Fresh fruit and vegetables are always available although the children also enjoy helping to bake biscuits and fairy cakes as a treat.

Children have developed positive relationships with the childminder. They show a strong sense of belonging, choosing what they would like to do, chatting with the childminder communicating their needs, which supports their emotional well-being. The childminder uses information from parents to plan initial activities based on children's interests. For example, knowing the children really enjoy football, and to help them settle, she organises lots of outdoor play where they can kick a ball around and provides books and play figures connected to their favourite football team. Children enjoy their time in the childminder's home. They learn to handle

and use a variety of tools whilst playing with dough and help with simple gardening activities and play in the sand. Children's creativity is promoted as they enjoy dancing and singing along to the radio. They spend time using their imaginations, sharing their ideas and feelings as they make up plays and put on performances for each other. Children like playing with the small figures in the toy boot or village shop and set out roadways for the cars and habitats for the toy animals.

Children have free access to paper and a variety of pens and pencils and enjoy completing dot-to-dot pictures and creating designs with the spiral art set. When required, the childminder spends time supporting children in completing their school homework. Children have plenty of opportunities to use different types of technology such as the phonics lap top and interactive tree house. Children are able to load their own DVD's to watch and CD's to listen to and have scheduled use of a games console. Using the numbered stacking cups the younger children practice counting backwards and to solve problems as they complete puzzles. The childminder uses the positive images on a floor puzzle to talk about the different jobs and roles people play in helping us and those which avoid gender stereotyping. Children learn to take turns and play as part of a team when they play board games such as 'Outburst' with the childminder and they enjoying the excitement of 'Hungry Hippos' and the challenge of 'Guess Who?' The childminder attends groups where young children sing rhymes and take part in craft activities such as making pasta necklaces. On outings children are learning how to cross the road safely and are safely transported in the childminders car to visit farms and parks further a field. The range of resources, activities and outings reflects the interests of the children and the interaction from the childminder provide wonderful play opportunities for children. Therefore, children's curiosity is stimulated, setting the pattern to encourage an enthusiasm for learning.

Children are well behaved. The childminder uses positive behaviour management methods where boundaries are set, house rules are discussed, drawn up and displayed and as a result, children show respect and know what is expected of them helping them to feel safe and secure. The childminder encourages older children to debate with each other and to actively listen to each others views rather than argue. If problems persist then children are asked to sit and calm down and to reflect on what has happened and consider the impact on others. The childminder sets a good example using her good manners and the children to do the same. Children are given a sense of responsibility as they help by hanging up or putting away their personal belongings when they return from school.

Each day the childminder makes a note of what children have been doing and whether they enjoyed a particular activity in their individual activity log and has begun to detail how activities link to the different areas of learning. She uses this information to monitor children's progress toward the early learning goals however; she has not yet developed a system of using these observations to plan for children's next steps in their learning and development. Activity logs are shared with parents on a regular basis and the childminder arranges a time with parents, when children are not present, to discuss their progress and is looking at ways of involving parents in the planning of children's next steps.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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