

Inspection report for early years provision

Unique reference number	126194
Inspection date	10/05/2011
Inspector	Jan White
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 1992. She lives with her husband and two children in Cliftonville, Margate, 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 family has a cat.

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 one child 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. Children show signs of being at ease and secure with the childminder and make good progress in their learning and development. Overall most aspects of children's safety are promoted and the childminder supports their welfare. The childminder has strong partnerships with parents and describes her procedure to foster links with other settings and agencies. The childminder uses self-evaluation to maintain her ongoing continuous development and potential future improvements. As a result, this effective practice supports the needs of children and parents.

What steps need to be taken to improve provision further?

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

- ensure the appropriate fire control equipment is suitably located. For example, a fire extinguisher or blanket. (Suitable premises, environment and equipment) 26/05/2011

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

- develop a system to maintain details of evacuation drills in a fire log book. For example, record details of any problems and how they were resolved and information of who took part in the emergency evacuation drill
- improve the process to gather information from all parents regarding children's starting points and develop systems to make sure that children's

next steps are clearly identified to lead the future planning.

The effectiveness of leadership and management of the early years provision

The childminder describes her understanding of how to safeguard children including the signs and symptoms of abuse. She demonstrates her understanding of the safeguarding child protection procedures in line with the Local Safeguarding Children Board. The childminder has implemented a complaint procedure and has a good range of information to access should she have any concerns about a child. All adults who live in the house hold a Criminal Record Bureau Check. The childminder holds a first aid certificate so that children benefit from appropriate first aid care. This means that children's welfare is consistently promoted.

The childminder frequently carries out fire drills and conducts risk assessments within the home environment and for trips. However, she has not made sure that appropriate fire control equipment is suitably located in the kitchen, for instance, a fire extinguisher or blanket. The childminder has not maintained a fire log book. For example, details of any problems and how they were resolved. This means that there is no information of how children evacuate the premises or who took part in the emergency drill. The childminder obtains all the required written permission for outings and to seek emergency medical advice and treatment. The partnerships between the childminder and parents contribute towards promoting children's achievements and good progress. She discusses with parents the daily events and activities. They provide her with information on the child's progress at home or the results of a recent development check with a health visitor. They also comment that they are continually impressed with the learning environment provided by the childminder. This input successfully supports the needs of each child and ensures parents are involved in their children's learning and development. The childminder has a good understanding of equal opportunities and supports children's awareness of diversity through the daily activities. She obtains all the relevant information for each child to ensure every family is supported according to their specific needs and circumstances. This means that no child is disadvantaged and that all children are treated with equal regard.

The childminder uses the space well to promote each child's learning potential. Children happily attend and know the childminder's routines as they play and learn together within safe boundaries. There is a good range of resources and equipment for children of all ages supporting their individual stage of development. This means that children are offered many opportunities to experience activities which meet their individual needs and abilities. The childminder has a good capacity to maintain her continuous future improvement. She is committed towards improving her child care knowledge by attending relevant training courses. The childminder has a competent understanding of her role and actively evaluates her systems and procedures. This ensures that she assesses and evaluates her practice to benefit the children she cares for.

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

Children demonstrate a close relationship with the childminder and respond well to her input. The childminder is aware of their routines and signs of tiredness, such as stroking a comfort blanket or asking for their soother. Together they complete jigsaw puzzles or making pretend sandwiches for their picnic. Children independently sing songs matching these to the pieces in a nursery rhyme puzzle. This is successfully extended as the childminder asks open ended questions to broaden children's learning and encourages them to solve the problem for themselves. The childminder describes how she expands children's experiences by using their current interest or introducing activities which are new for them. As a result, children are increasing skills and developing confidence, and self esteem.

The childminder effectively supports children's welfare and learning and has a good understanding of the Early Years Foundation Stage requirements. The provision of activities and experiences cover areas of learning and help children make good progress. Together with the childminder children describe the practice for emergency escape drills and how they stop and listen for traffic before crossing roads. This means that children are learning to keep themselves safe. The childminder continues to establish her system to record observations on children. Nevertheless, the process to identify children's starting points and to determine the next stage in their progress and learning is not yet embedded. The childminder works in partnership with parents to promote their progress. As a result, this supports each child and enables them to move forward effectively in their learning and development. Children have opportunities for self-selection and freely choose the resources from the wide selection of equipment, although the storage containers are not labelled to fully encourage younger children's self-help or early recognition skills. The childminder is well organised and promotes an understanding of environmental issues. For example, children recycle cardboard and boxes or use unwanted items to make junk models.

Children display signs of being secure, comfortable and settled in a safe environment. The childminder gathers information regarding the child's daily routine, their likes and interests. She makes sure that this information is used in the daily plans and successfully provides opportunities for child-initiated and adult-led activities. Children's creativity and problem solving skills are consistently fostered and their art work is valued. They have various opportunities to be outside when visiting local parks or places of interest. The childminder encourages them to be active as they use the playground equipment. As a result, children are learning about the benefits of physical activities. The childminder has a consistent approach to developing children's understanding of the importance of personal hygiene. Through the daily routine children are encouraged to wash their hands before eating snacks. Subsequently, the childminder promotes children's understanding of a healthy lifestyle.

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
--	---

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:

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:

- ensure there is a written statement of procedures to be followed for the protection of children, to safeguard the children being cared for from abuse or neglect (Safeguarding and promoting children's welfare). (also applies to the voluntary part of the Childcare Register)" 26/05/2011

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 in the Childcare Register in relation to the procedure to be followed for the protection of children. (Safeguarding and promoting children's welfare). 26/05/2011