

## Inspection report for early years provision

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<b>Unique reference number</b>	126539
<b>Inspection date</b>	15/03/2011
<b>Inspector</b>	Jan White

<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 was registered in 1990. She lives with her husband and four children, three of whom are of school age, in Snodland, Kent. The 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 three 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 three 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 has an effective understanding of the individual needs of each child. Overall most systems are in place to support aspects of their welfare. Children's development and learning are supported well and the childminder actively demonstrates a good capacity to maintain continuous future improvement. The childminder consistently updates her child care knowledge and regularly uses self-evaluation to promote her service. This means that she is responsive to and supports the needs of children and parents. Children learn as they play and have many opportunities to access exciting experiences and a wide range of resources. There is a good assortment of equipment including toys which reflect equal opportunities. As a result, children discover their local area and gain an understanding of the wider world. The childminder effectively works in partnership with parents and fosters links with outside agencies. This supports children's continuing progress and development.

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

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

- obtain written permission from parents for seeking emergency medical advice or treatment. (Safeguarding and promoting children's welfare).
- 29/03/2011

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

- develop all children's understanding of the evacuation drills and record details of any problems and how they were resolved in a fire log book.

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

The childminder has effective safeguarding child protection procedures to promote children's welfare. She has a good understanding of the action she would take regarding child protection issues and her policy complies with the Local Safeguarding Children Board. The childminder has implemented a system to record risk assessments for the premises and for outings and trips. She is continuing to develop all aspects of children's learning and developmental records. The childminder acquires most of the required written permissions. However, she has not obtained written permission to seek emergency medical advice or treatment, at the time of the child's admission, from the parents. This is a breach of a specific legal requirement. This means that in the event of an emergency the necessary permission to take prompt action on the child's behalf is not readily available. The childminder has a current first aid certificate so that children receive appropriate treatment following an injury. She has several first aid boxes within the home and basic supplies are taken on outings. However, essential information is not always readily available when outside the home.

The childminder has a competent knowledge and understanding of diversity. She supports each family according to their specific need and children are treated and valued as individuals. Children's records have details of their background needs, such as religion and language spoken at home. This means that no child is disadvantaged and she effectively promotes equal opportunities. Children gain knowledge of the wider world through the daily activities and have many opportunities to develop their understanding of a diverse society. The childminder asks parents for regular feedback and uses the questionnaire to further develop her service. The parents have an input into the care and activities for their child. For example, by ensuring the childminder is aware of the child's current interest or favourite activity. The partnerships between the childminder, parents and other settings contribute towards promoting children's achievements and ongoing progress. The childminder actively promotes children's independence and abilities. Children show signs of security as they happily play and seek reassurance from the childminder. They play and learn together within safe boundaries. As a result, this supports the child as they progress to reach their full potential. The childminder has a competent understanding of her role. For example, she makes sure toys and resources are suitable for children of all ages and stages of development. The childminder strives to improve her practice to promote the care and well-being of the children. She completes her self-evaluation form and has reviewed several areas to assess her current practice. The childminder is developing systems to update and reflect on her procedures. She has a good understanding regarding her future continuous improvements to develop the service she provides for all the users.

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

Children are encouraged to develop aspects of their abilities for self-care, such as going to the toilet or brushing their teeth. They describe the importance of having clean sparkly teeth and washing germs off their hands. Children display signs of feeling safe and demonstrate a close relationship with the childminder. For example, they seek comfort when unfamiliar people are present. Children are interested in their self chosen activities, such as choosing the puzzles or modelling dough. The childminder also provides adult-led activities and encourages children to complete this to their own satisfaction. For example, as they eagerly make a paper Mache vase. The experiences, resources and provision of toys cover most areas of learning. The childminder promotes aspects of children's safety when out walking or within the home. For example, they describe and demonstrate how they cross roads safely or why they do not run indoors. This means that children are developing an understanding of how to keep themselves safe. However, fire drills are not practiced with all children and emergency evacuation procedures are not consistently recorded in a fire log book. The childminder successfully raises children's awareness of a healthy lifestyle. She makes sure children have healthy food choices and provides opportunities for them to develop and have meaningful experiences in the outdoor environment. For example, they are preparing to plant vegetables and flowers in the spring.

The childminder has a good understanding of the Early Years Foundation Stage requirements and encourages children's welfare and learning. She discusses the child's current interests and starting points with the parents. The childminder is continuing to develop her system to include this information in their developmental records and her initial assessment. She makes a record of the observations which are evaluated and linked to the early learning goals. She clearly explains aspects of the next steps in children's progress and learning. Nevertheless, the system to effectively describe how this information is used to make sure the planning is relevant to every child is not yet clearly embedded. The childminder makes use of unplanned situations and successfully promotes children's individual ideas by asking questions which encourages them to solve problems. For example, as they piece together the puzzle. Children have some opportunities for self selection from the available range of resources, although some storage containers are not identified with pictorial labels. The childminder asks probing questions which encourages children as they develop communication and confidence. She explains how through her everyday practice and routine children are encouraged to understand environmental issues. For example, as they use the recycling bins. Together they take items to the local community recycle containers and discuss the importance of reusing waste produce. This means that children gain an understanding of their carbon footprint. All children are encouraged to develop good social and communication skills, and a positive awareness of diversity. These experiences and routines contribute in promoting children's understanding of the necessary skills for their 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

<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

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