

Inspection report for early years provision

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Inspection date	08/06/2011
Inspector	Clare Stone
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 1995 and lives with her husband and five children in the Ashford area of 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 bathroom is on the ground floor. There are shops, schools, pre-schools and transport links close by. The childminder is registered to care for a maximum of five children aged under eight years, of whom two may be in the early years age group, at any one time. The childminder is currently minding two children in the early years age group and two children older children. The childminder walks or drives to local schools to take and collect children. The childminder welcomes children with special educational needs and/or learning disabilities as well as those who speak English as an additional language. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Child Care Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a sound knowledge and understanding of the Early Years Foundation Stage. Children are happy, settle quickly and make satisfactory progress in most aspects of their learning and gain some skills for the future. All documentation for the smooth running of her provision is in place and reviewed on a regular basis to ensure it is up to date with current legislation. Its organisation is not conducive to sharing with parents. The childminder has initiated a process to evaluate her strengths and identify areas for improvement. All actions and recommendations from the previous inspection have been met. Partnership with parents is satisfactory and the childminder provides records and information for parent to keep them informed about their children's activities and experiences with her.

What steps need to be taken to improve provision further?

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

- improve the provision for problem-solving, reasoning and numeracy, for example, making greater use of routine activities to encourage counting, compare amounts and solve problems, model and encourage use of mathematical language
- provide resources and activities that develop children's skills for the future further
- consider re-organising records and documents so as to make it easier to share them with parents.

The effectiveness of leadership and management of the early years provision

The childminder identifies dangers, takes steps to eliminate risks and helps children keep themselves safe. There are risk assessments which are recorded and actioned as necessary. The childminder has a secure knowledge of child protection issues and what to do in the event that she has any concerns about a child's welfare. She understands her role and responsibility for safeguarding children and does not allow unvetted adults access to children. The childminder practises fire evacuations with the children to help them understand what to do in the event of a fire.

All documentation for the setting is in place. All information is utilised, however it is slightly disorganised and this makes it difficult to share information, such as procedures she follows, with parents. The childminder has a self evaluation form that she has recently started to use to identify the strengths in her provision and aspects that could be improved. She uses this to plan ideas and goals for the future and is keen to extend her knowledge in the childcare field and has attended a number of relevant courses in response to this. The childminder is committed to improving the care and education for the children she minds.

All resources the childminder has are fit for purpose and in sound order. Children have a variety of resources that cover the six areas of learning. The childminder plays with the children and tries to encourage them to have a go at new games to extend their experiences. The childminder uses resources that are beneficial to the environment and sustainable. Equality and diversity are embedded throughout the childminder's practice and she confirms she would tackle unfair discrimination if she needed to. The childminder ensures that each child is valued as an individual and that their individual needs are met.

The childminder works in partnership with parents and other childcare professionals. Children benefit from the continuity of care resulting from the effective partnership working and this ensure all adults involved with the children are working together to support children's achievements. The childminder shares records with the parents and they discuss each child's achievements and any concerns are immediately addressed. The childminder is aware of confidentiality and seeks parental permission to discuss any information with playgroups and outside agencies.

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

Children enjoy a suitably balanced range of play activities to support their progress towards the early learning goals. The childminder listens to what they say and encourages them to express their own ideas and follow their own interests. Children can contribute their own ideas for the planning of activities and the childminder uses these to inform her planning. The childminder talks to the

children in a kind and reassuring manner helping them feel safe and secure. Children are well behaved and the childminder uses praise and encouragement to help build their self esteem and confidence.

There is a system for recording what children do and achieve. The childminder makes planned and random observations. Specific activities are evaluated and used to identify children's individual next steps for their learning. Although the childminder covers the six areas of learning in her planning she does not always give due consideration to the next steps she has identified to help children to progress further. Also her provision does not effectively encourage children's acquisition of skills for the future in relation to mathematical skills and use of information and communication technology. The childminder actively helps children to understand the importance of a healthy lifestyle and they show an increasing awareness of how to stay healthy. Children have plenty of time to play outside and regular walks and nutritious snacks provide children with a good balance to keep them fit and strong. The childminder understands the need for children to play outside in the fresh air and uses her time effectively. If children are unwell they do not attend the childminders, therefore limiting the risk of cross infection. Also children know why they need to follow good hygiene practice.

Children have plenty of space in which to move around safely. They are given free access to a selection of resources and children pick and choose what they would like to play with. The childminder allows children to get involved in messy activities and asks them open questions to extend their learning. The childminder provides activities to promote children's mathematical awareness, however she misses opportunities to encourage problem-solving, reasoning and numeracy as children engage in their play and routine activities.

Children are valued and respected and the childminder knows her children well. She caters for their different needs and knows when they are hungry and getting tired. Children are forming positive relationships with their peers and other adults and learning to share and negotiate. As a result the children's social and emotional needs are being met and the childminder is providing satisfactory outcomes for the children in her care.

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	3
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

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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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