

## Inspection report for early years provision

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<b>Unique reference number</b>	EY335399
<b>Inspection date</b>	22/06/2011
<b>Inspector</b>	Mary van de Peer

<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.

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## **Description of the childminding**

This childminder was registered in 2006 and lives with her family in Herne Bay, 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 family has a pet hamster. The childminder is registered to care for a maximum of three children under eight years at any one time; of these, three may be in the early years age group. The childminder currently has one child in the early years age group on roll. The childminder can drive to local schools to take and collect children. The childminder attends local toddler groups and receives support from the local authority. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is satisfactory.

The childminder provides an environment that is safe, welcoming and homely to all children. The childminder ensures she provides a variety of activities and experiences for children, with a focus on creative play. The records of children's progress are not sufficiently informative regarding children's progress and their learning priorities. The childminder recognises that she needs to be able to use reflective practice to help identify where her strengths and areas for development are, and to involve children and parents in the process. This will help with her self-evaluation process so that the areas for improvement can be properly assessed and planned for.

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

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

- develop further the use of observations of children's interests and achievements in planning for the next steps in their learning, and maintain records that can be regularly shared with parents and with practitioners in other settings
- strengthen the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children

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

Children are safeguarded satisfactorily. The childminder is clear about the procedures she would follow if she had concerns about a child in her care. She keeps relevant child protection information to hand and knows what to do in the

event of a concern. This means that the children's welfare remains her priority. Risk assessment is quite thorough and well-recorded. Daily safety checks are carried out, if needed, to make sure the children can play and learn in safety. The childminder has regularly updated her first aid training. The childminder maintains the required records and procedures to promote children's welfare.

The childminder keeps up to date with current requirements generally well, and follows parents' wishes to ensure their children's needs are met. However, the reflective practice and self evaluation processes are not consistently effective enough to clearly show where improvements are required and what the provision's strengths are. Previous recommendations from the last inspection have been met.

The majority of toys and resources are freely accessible, and the range available covers all areas of learning. The childminder has attained Level 3 in Home based Childcare but has not attended any formal training courses recently. However, she keeps up to date by liaising with other childminders. This helps to ensure that her practice is based on current requirements and supports the needs of the children.

Equality and diversity is embedded throughout the childminder's practice. The individual needs of each child and their family are addressed. The childminder is able to promote the specific needs of different children effectively. All children have equal access to the play and learning opportunities provided, helping them reach their potential. These include positive images of diversity that encourage all children to value the differences between people in society.

The childminder is working on her communication with other providers and shares relevant information on children. This is helping to build on children's experiences at other settings, to further promote their learning and development consistently. The partnerships forged with parents are continuing to develop. Parents are kept informed about their children's progress, although there is no evidence to show their involvement in their learning. All information is shared verbally and, in some cases, through contact diary notes. Parents value the service provided by the childminder. They provide all of their children's food and drink. This means that children feel safe and secure, and supported between the home and childminding environments. Overall, the childminder's commitment towards her childminding service helps to promote satisfactory outcomes for the children attending.

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

Children benefit from the childminder's warm, affectionate and committed approach to their play and learning. For example, she shows a genuine interest in their play and guides them, asking relevant and meaningful questions. This helps in their communication and language skills, and makes sure they feel they belong at the setting. Children enjoy the wide range of toys and resources on offer, which promote all areas of learning. Particular focus is on creative play, with several paintings and collages displayed. Activities are sometimes led by children, and at other times the childminder offers support. Activities are often built on children's

current interests and developing skills. Children enjoy looking at books and guessing what the pictures mean, often making up their own stories. Programmable toys help them to explore and discover how things work. Garden play and a variety of outings promote children's physical skills and knowledge of the world. They learn to care for living things, for example as they help feed the family's pet hamster. Children engage in role play and are heard to make comments about the characters they are pretending to be. Small world play helps children to make connections with real life scenarios.

Observational assessment is developing. The childminder is clear about what children can do, but this is not clear in the written assessments and planning. As a result, children's next steps not identified effectively. The observations are not currently matched to the expectations of the early learning goals, although the childminder is able to state how they are linked to the different areas of learning.

Safety issues are discussed with the children and they take part in practising the emergency evacuation procedure. Children demonstrate how they feel safe in the care of the childminder through the close interactions and comfortable exchanges between them. They show a clear sense of belonging and security. Children's health and well-being are adequately promoted. Their parents provide meals and snacks that include healthy options, for example fruit and yoghurts. The childminder encourages them to try new foods and works with parents to meet children's dietary needs. The children are encouraged to learn good hygiene routines and children who are unwell do not attend the setting. These procedures help to prevent the spread of infection.

Children are very well behaved and respond well to the childminder's guidance. She is a good role model and is loving and kind towards the children. The childminder frequently praises their achievements and good behaviour. The behaviour management strategies in place clearly promote children's welfare and self-esteem. Overall, the range of resources and experiences help the children make effective progress and develop the skills needed for their future learning and development.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
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

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