

Inspection report for early years provision

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Inspection date	04/07/2011
Inspector	Beryl Witheridge
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2008. She lives with her family in Leeds, Kent. Part of the ground floor and an upstairs bedroom of the childminder's house are used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children at any one time of whom three may be in the early years age group. She is currently minding four children part time of whom two are in the early years age group. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder drives to local schools to take and collect children. The childminder attends the local parent/toddler group. The family has a dog, a cat, chickens and goldfish. The childminder can support children with special educational needs and/or disabilities. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder knows the children she cares for very well. Children are treated as individuals according to their individual needs and stage of development. The childminder works in close partnership with parents to ensure that children receive continuity of care. The childminder is able to identify what children have achieved and where they need to move forward. Children's safety is paramount but although the childminder has planned her emergency evacuation procedures she has not practised them with the children. The childminder is beginning to evaluate some of her strengths and areas of her provision where she needs to improve. An inclusive and welcoming service is provided.

What steps need to be taken to improve provision further?

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

- develop 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
- practise the emergency evacuation routine regularly so that all children know how to protect themselves in an emergency

The effectiveness of leadership and management of the early years provision

Children are well protected through the childminder's clear knowledge and understanding of the safeguarding procedures to follow if she has a concern about children in her care. She has undertaken updated safeguarding training and

understands her role and responsibility to the children in her care. She ensures parents understand the procedures to be followed, if there were concerns, by explaining the procedures with them but she does not have them in writing. Children are supervised at all times to minimise any risk. The emergency evacuation procedures have been planned and the childminder is very clear about how these would be implemented in an emergency but she has not practised them with the children, so they are not aware of how to protect themselves in an emergency. There is a full risk assessment of the premises both indoors and out and includes everything children may come into contact with. All adults in the home have a clear Criminal Records Bureau check.

The children have access to the downstairs of the home, with use of a bedroom for sleeping upstairs. The children play in an area which is suitably equipped for their use with child sized resources such as tables and chairs, as well as having access to a very large, child orientated secure garden with a wide range of equipment. The toys and resources are stored where they are easily accessible to the children, allowing them the opportunity to make free choices about their activities. The toys and equipment are suitable and appropriate for the ages and stages of development of the children attending. The childminder takes into account each individual child, their home background, culture and abilities. Equality and diversity are fully embedded into her provision and all children are cared for according to their personal needs. Children are learning to respect each other regardless of their abilities or background.

The childminder is beginning to evaluate her provision and has noted some areas where she wants to improve such as her written records and paperwork in general. She recognises her strengths as her ability to work closely with the parents and her knowledge and understanding of the individual needs of each child in her care. She is able to plan ahead and has a clear vision for her children and their care, ensuring the unique needs of each child are being addressed.

The childminder has a good working relationship with the parents and discusses the care of their child with them. She is able to talk about what their children can do and how she helps them move forward. She speaks with them daily and provides them with photographs of the children and the activities they have been involved in. She has not started recording children's progress so is unable to share clear observations and assessments of their child's development. Parents are asked if there are any areas of their child's development they would like the childminder to work with them on so they are fully included by having an input into their child's future learning. Links with other provisions involved in the care of the children are not yet in place as the children do not attend other settings but the childminder is aware of how important it is to share information when this situation arises so that children receive continuity of care. All the required records and details of the children are kept enabling the childminder to provide appropriate care for each child.

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

The childminder has a sound knowledge of how children learn. She provides children with a wide range of activities and resources which encourage and support their progress. Activities are planned according to the children's individual interests and needs. Children are also able to make decisions about what they would like to do. They have free access to the toys and equipment which encourages their independence. The childminder knows the children well. She works with parents to pinpoint their starting point. Through watching the children she is able to move them forward and provide activities which are challenging and enjoyable, extending their knowledge and learning. The childminder spends time playing with and talking to the children; asking them open ended questions and helping them to develop their skills and understanding. Children play happily with the childminder; the interaction between them is close, caring and affectionate.

Children's welfare is considered and promoted, they are provided with a well organised and safe environment in which to play and enjoy themselves. House rules are in place. While out on trips and visits the childminder talks to them about road safety, even though they are not all old enough to fully understand. The childminder ensures that the children are with her at all times so they are safe and secure. Children feel safe and comfortable in the company and care of the childminder.

Children that attend are provided with regular drinks and healthy snacks and meals taking into account their likes, dislikes and dietary needs. They sit beautifully at the table eating their lunch well enjoying the options they are given. They take part in activities to help them learn about healthy eating, such as, growing vegetables and fruit, providing opportunities for them to prepare their own foods and collecting the eggs from the hens. Children are beginning to understand about eating balanced diets. The children also understand the importance of personal hygiene routines; they wash their hands after messy play and before and after eating. Children's physical development is promoted through outdoor play in the garden using the available suitable equipment, trips to local parks and places of interest. Their interest in nature and the world around them is developing through the wild life which comes into the garden such as rabbits and birds and the geese which land on the lake at the end of the garden. Children are experiencing the natural world first hand.

The childminder supports children's behaviour. She is an excellent role model and remains calm and consistent at all times. She encourages children to respect each other and take turns. Children benefit from lots of praise and encouragement for their achievements for example a child draws and colours a picture of a dinosaur and is able to remember the name of the dinosaur; this teaches them to look for attention in a positive way. Children's social skills are developed through visits to the local toddler groups, trips to the seaside or Leeds Castle. Children are provided with effective learning opportunities in a safe and caring environment.

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	2

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	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:

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 the required written policies and procedures, for example to safeguard children and to inform parents of complaint procedures, are in place (CR2 Arrangements for Safeguarding Children) (also applies to the voluntary part of the Childcare Register) 01/08/2011

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 under the compulsory part of the Childcare Register. (CR2 Arrangements for Safeguarding Children) 01/08/2011