

## Inspection report for early years provision

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**Unique reference number** EY284959  
**Inspection date** 08/08/2011  
**Inspector** Jan White.

**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 2004. She lives with her family in Lordswood, Chatham, Kent. All areas of the property are used for childminding and there is a fully enclosed garden for outside play. The bathroom is on the first floor level. The childminder walks and drives 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 six 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 four children in this age group on a part time bases. 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. Overall she has systems and procedures in place to promote their welfare. The childminder has built strong partnerships with parents and preschool settings. This enables her to obtain the relevant information to make certain there is consistency of care. Children show signs of being safe and secure in a homely environment. They enjoy learning about the wider world as well as their local area. The childminder demonstrates a good capacity to maintain her ongoing continuous improvement and this 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:

- obtain written permission from parents for seeking emergency medical advice or treatment. (Safeguarding and promoting children's welfare). 29/08/2011

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

- increase opportunities to promote further children's independence and self help skills by labelling resources. For example, appropriately labelling resources and children's notices with pictures and words.

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

The childminder has an effective knowledge of safeguarding children. She has a safeguarding child protection policy which complies with the Local Safeguarding Children Board. There is a good range of information to access should she have any concerns about a child. The childminder has a competent understanding of the signs and symptoms of abuse. She has a good knowledge and understanding of how to effectively safeguard children. This means that the welfare of every child is a priority. The childminder regularly conducts and makes a record of risk assessments within the home, garden and for every outing. Her risk assessment includes her resources and equipment to cover anything with which a child may come into contact. For example, noting what toys must be removed and repaired. The childminder acquires most of the required written permissions. Nevertheless, she has not obtained the parents written permission to seek emergency medical advice or treatment for any of the children she cares for. 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 first aid certificate ensuring appropriate first aid care is given to the children. Children's essential details are taken when outside the home. As a result, important information is always readily available and parents can be easily contacted should the need arise. The space in the childminder's home is well organised to promote each child's learning potential. Resources are deployed well to meet the needs of children. The resources and equipment are suitable for children of all ages to promote the progress that they make. The childminder enables children to choose their preferred activities and this involves them in routine experiences, such as setting up and tidying away. The childminder attends a range of courses to promote her knowledge and understanding of current child care practices. She is actively taking steps to make sure resources and the environment is sustainable.

The childminder has a good understanding of equal opportunities. She successfully promotes children's understanding of equality through the daily activities and posters displaying positive images of diversity. Each child is treated as an individual and the childminder supports every family according to their particular circumstances. As a result, no child is disadvantaged and all children are treated with equal regard. The childminder has a good capacity to maintain her continuous future improvement. For example, she has developed a system to record complaints and made certain that Ofsted are notified of any significant changes or events. The childminder assesses and evaluates her practice to benefit the children she cares for. She has implemented a system to make sure children's hygiene practices consistently reduce the risk of cross infection. As a result, children develop a positive understanding of a healthy lifestyle including good hygiene procedures.

The partnerships between the childminder and other agencies contribute towards promoting children's achievements and good progress. For example, she uses a contact book and shares this with the parents and other settings. The parents feel

the childminder offers a safe and happy environment. This input successfully supports the needs of each child and ensures parents are involved in their children's learning and development. Children happily attend and are familiar with the daily routine. They play and learn together within safe boundaries. As a result, this supports the child to progress to reach their full potential.

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

The childminder effectively supports children's welfare and learning. She has a good understanding of the Early Years Foundation Stage requirements. The childminder provides a good range of toys and experiences to make sure she covers all areas of learning. Children are encouraged to be independent and are consistently offered choices, such as role playing with dolls or planting herbs and vegetables. Nevertheless, resources are not labelled with pictures and words to fully support all aspects of children's self-help skills. The childminder asks imaginative questions which encourage children as they develop communication and problem-solving skills, as well as confidence and independence. She uses unplanned situations to link outdoor activities to the planning and topic themes. For example, children explain how caterpillars become butterflies and sometimes eat the plants they grow. All children have free access to the outside environment every day. This means that children are supported in their outdoor play and have regular opportunities to be outside in the fresh air.

The childminder has developed a system to record children's observations linking these to the early learning goals. She identifies and records within each child's 'personal plans' the next stage of their development and learning. Nevertheless, she has not always used the starting points which she discusses with parents in the child's initial assessment. The childminder uses and builds upon each child's current interests and abilities in partnership with parents and other settings to help them make good progress. As a result, she builds an individual picture of each child's abilities this enables them to effectively move forward in their development. Children are encouraged to be active and to develop good social and communication skills. Their creativity is fostered and their art work is valued. They have opportunities to extend their knowledge of the world around them and to develop a positive awareness of diversity. Consequently, children are making good progress in their learning and development.

Children have a good understanding of keeping themselves safe. They describe how to cross the roads safely and the procedure for the fire evacuation drill. Subsequently, this makes sure that children understand how to keep themselves safe when out walking and the practice for an emergency. The childminder is organised and encourages children's understanding about concepts that help them to become aware of environmental issues. Evidence from their records and the activity planning illustrates how children gain an understanding of the importance of recycling waste. Children enjoy being with the childminder and demonstrate a close relationship with her. They show signs of being comfortable, settled and secure. Children clearly explain how they know the importance of washing germs

off their hands and use individual towels to dry them. They are offered healthy snacks and talk about what foods are good for them, such as fruit and vegetables. As a result, this contributes to developing children's understanding of a healthy lifestyle and promotes their future 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