

Inspection report for early years provision

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Inspection date	21/09/2011
Inspector	Liz Caluori
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.

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Description of the childminding

The childminder has been registered since 2011. She lives with her husband and two children aged four and one year in Sheerness, Kent. Childminding generally takes place on the ground floor and there is also a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight at any one time, of whom two may be in the early years age group. She currently has three children under eight years on roll, of whom two are in the early years age group. The childminder also provides care for one child who is over eight years old.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children play happily in the safe, inclusive environment and make satisfactory progress in all areas of their development. The childminder has yet to develop fully effective systems to monitor their progress and plan for their next steps. She understands the importance of continually reviewing and improving her practice, but has not yet undertaken any significant self-evaluation. Positive relationships with parents and carers, and a clear commitment to working in partnership with other professionals, support the provision of coordinated and consistent care for the children.

What steps need to be taken to improve provision further?

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

- review the organisation of resources and activities to offer greater encouragement for children to explore and investigate independently
- undertake self-evaluation of the provision, taking into account the views of parents, carers and children, to identify strengths and weaknesses and determine how to use this to secure continuous improvement.

The effectiveness of leadership and management of the early years provision

Robust arrangements are in place to ensure children's safety. The childminder is confident in her ability to detect the potential signs and symptoms of abuse and fully understands her responsibility to report any concerns that she may have. Comprehensive risk assessments are in place to help identify potential hazards. The childminder recognises the importance of reviewing these regularly as the children develop and their needs change. The childminder holds a valid first aid

qualification and has appropriate procedures in place to administer medication if required.

The childminder has only recently begun childminding and has yet to undertake any significant evaluation of her services in order to identify the strengths and weakness of her service. She has put in place a range of systems and working practices to support her to observe children and to plan future activities. These are still bedding in and are not yet fully effective in supporting her to monitor their progress and to identify their individual next steps. However, the childminder offers a range of activities and experiences, which cover all areas of development and children enjoy.

Children are provided with a satisfactory selection of toys and equipment in the childminder's home, although these are not always organised in a way which encourages children to explore and investigate independently. The childminder also regularly takes children to groups and play spaces locally, where they have access to a much greater range of resources and experiences. Space is well used to enable young children to practice their developing mobility.

The childminder's commitment to providing equal opportunities for all children is clearly outlined in a written policy, which is shared with parents and carers. The individual personalities and care needs of each child are well understood and respected, effectively promoting their self-esteem. Appropriate procedures are in place to support children with special educational needs and/or disabilities and those who speak English as an additional language, although this situation has not yet arisen.

Friendly relationships are maintained with parents and carers and a good deal of information is shared verbally and in writing. As the systems for planning and assessment are still being developed the childminder has not yet included parents and carers in setting future goals for their child. The childminder is confident in her ability to work with other professionals and early years providers to provide coordinated and consistent care for the children. However, she has not yet needed to do this.

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

Children are happy and settled in the childminder's care. They make satisfactory progress in their learning, and generally secure the skills they require for their future development. They enjoy the activities and experiences planned by the childminder, but sometimes lack encouragement to explore and investigate independently. The childminder makes good use of the groups and other early years facilities locally. This gives children valuable opportunities to learn about their community and to mix with a diversity of people. Outings to places such as the beach, help the children to learn about the natural world as they enjoy looking at shells and hearing the different sounds. The childminder employs a range of strategies to support children, to develop their problem solving, reasoning and

numeracy skills. These include counting as they go up and down stairs and songs and rhymes featuring numbers. Children also enjoy building towers and completing puzzles. Children's creative development is promoted through role-play games as well as regular opportunities to engage in messy play at groups. Children are developing good social skills, mixing well with their peers and offering a friendly welcome to visitors.

Children demonstrate a strong sense of security in the childminder's home, settling easily and clearly enjoying the homely atmosphere. They also learn how keep themselves safe both on outings and in the house, for example, learning that items in the kitchen may be hot.

The childminder follows good food hygiene procedures and ensures that the children play in a clean, well maintained environment. Children are also well supported to develop good personal care routines, understanding that they should have clean hands before sitting down to eat. Nutritious meals and snacks are provided throughout the day and these are planned to reflect children's preferences as well as their individual dietary requirements. Children also have constant access to drinks. Good focus is placed on ensuring that they get a lot of fresh air and plenty of opportunities to engage in physical exercise.

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	2
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	2
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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