

Inspection report for early years provision

Unique reference number EY424721
Inspection date 26/09/2011
Inspector Lara Hickson

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 was registered in 2011. She lives with her husband and two adult sons. The family live in the village of Eynsford, Kent and the setting is within walking distance of the train station. There are many local amenities close to the setting or in the neighbouring villages including parks, toddler groups and a library. Minded children have access to the whole of the ground floor of the setting where there is a separate playroom, kitchen/dining area, lounge and a downstairs toilet. Children have supervised access to the first floor for sleeping purposes. There is a large, fully enclosed rear garden for outside play activities with access to an orchard area behind the garden for additional learning opportunities. The family have a dog.

The childminder is registered to care for a maximum of six children at any one time, three of whom may be in the early years age group. The childminder is registered on the Early Years Register and on the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's developmental and welfare needs are met very well as a result of the childminder's knowledge and understanding of how children learn and develop through a variety of play activities and opportunities. Partnerships with parents and other settings are well established and enable the childminder to understand and meet children's individual needs. Information is exchanged through observations and verbal feedback and this complements children's learning in the setting. Children are extremely happy and settled within the childminder's welcoming, family orientated home. Documentation is maintained comprehensively and contains all required information. Observations are made on children and are used to inform planning, although next steps are not always completely identified. Safety is given a high priority by the childminder and policies and procedures are in place to promote this. Although a clear fire procedure is in operation, a fire drill has not been completed with all the children attending the setting to inform them of the procedure to follow in an emergency.

What steps need to be taken to improve provision further?

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

- ensure the emergency procedure is practised regularly with all children attending the setting
- continue to extend observation and assessments systems for the

identification of the next steps of learning so that planning may support individual progress.

The effectiveness of leadership and management of the early years provision

Children are protected from harm and abuse in the setting because the childminder demonstrates a good understanding of safeguarding and her responsibility with regards to recording and reporting any concerns. A detailed safeguarding policy is in place and shared with parents clearly outlining the procedures the childminder would follow in the event of a concern regarding a child in her care. All adults within the home setting have been thoroughly vetted. Effective arrival and collection procedures are in operation to ensure children's safety. For example, children may only be collected by a person authorised by their parent/carer, and a password system is in place regarding emergencies. Risk assessments are in place and include the indoor and outdoor environments as well as outings in the local community and further afield. The childminder reviews her risk assessment systems on a regular basis to ensure that any hazards are identified and reduced thus ensuring children's safety. A detailed emergency plan is in place although fire drills have not been practised with all children to ensure that they are aware of the procedure to follow in the event of an emergency.

Children feel safe and secure in the setting because the childminder is on hand to support and reassure them in unfamiliar situations, for example when an unfamiliar face arrives to complete the inspection. The childminder encourages children to explore their surroundings and encourages them to start being aware of their own safety through gentle reminders. For example, when a child sits on a toy box the childminder explains that the child may hurt themselves and suggests that the child sits with her on the floor.

Documentation is maintained to a high standard and all records required for the safe and efficient management of the setting are in place. A comprehensive range of written policies and procedures are in place and these clearly underpin the childminder's practices and are individual to her setting. For example, there is a policy regarding the use of the trampoline and the family dog. The childminder plans to regularly review these procedures to ensure that they reflect current legislation.

The childminder demonstrates a commitment towards promoting inclusion within her setting. For example, she ensures that comprehensive details of each child's individual needs are recorded on child record forms. Children's different cultural, religious and linguistic backgrounds are discussed and fully promoted. The childminder discusses children's linguistic needs during the settling in stage, and where required she will learn some words in a child's home language to aid initial communication.

The childminder works in partnership with parents to ensure children are happy and settled within her provision. For example, she plans settling in sessions to

enable each child to feel confident and secure within the setting as soon as possible. Children's stage of development is discussed with parents at the start of the placement and this, together with the childminder's own initial observations, enables her to plan activities appropriate to each child's stage and individual interest. The childminder provides verbal feedback to parents upon collection and has contact books for babies and younger children as required. The childminder has established partnerships with other settings that children attend that deliver the Early Years Foundation Stage. She exchanges information on activities children have enjoyed in her setting and tries to complement themes and activities the children have enjoyed in these other settings.

Although the childminder has not completed a written evaluation form, she is very clear about her strengths and areas that she would like to develop further. She reassesses the activities and resources she provides as the seasons change and plans to purchase any additional resources as a result. Children's individual needs and interests are being constantly assessed and the childminder also values parental contributions about their child's interests. Children's viewpoints are taken into consideration through informal discussions regarding favourite activities and from the childminder's observations of their play. Recently, as a result of chatting to children, the childminder has purchased a hopscotch game after a child expressed an interest. Risk assessment reviews ensure that any hazards are identified and minimised, thus promoting children's safety. The childminder receives information from the National Childminding Association and liaises regularly with another registered childminder. As a result she discusses good childcare practice and will put new initiatives or policies into place if required.

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

Children are making good progress in all areas of their learning and development and are happy and settled within the childminder's warm, family orientated home. Effective settling in sessions enable children to settle quickly and confidently, developing very good relationships with the childminder. Children are supported and encouraged by the childminder who extends their vocabulary and promotes learning opportunities. For example, one child enjoys looking through a simple picture book and is encouraged by the childminder to say the words of the different items he sees. When a child says a word incorrectly, the childminder cleverly repeats the word correctly. This fully promotes children's communication and language as well as their confidence and self esteem. The childminder demonstrates a very good understanding of how children learn and develop and is on hand to support and promote this fully. Children experience a very good balance of freely chosen activities, as well as adult initiated activities. They are able to access a wide range of age and stage appropriate activities and resources which support their learning in all six areas.

The childminder has developed a diary book in which she records activities enjoyed and young children's progress and development. This demonstrates how children are progressing within the six areas of learning. Although from discussion the

childminder clearly understands the next steps for each child's development, these are not incorporated into her observations to aid further planning.

The childminder demonstrates a positive attitude towards managing behaviour and encourages children to behave appropriately through gentle reminders and through activities that develop social skills such as good manners and sharing.

Children's health and general well-being is promoted well within the setting. For example, there are daily opportunities for physical play and fresh air, both within the garden and orchard areas and on walks to and from school. The childminder also plans trips in the local community into her day, such as walks to feed the ducks and trips to local parks where children can develop their climbing and balancing skills further on more challenging equipment. The childminder provides children with a healthy, well balanced menu and ensures that water is accessible for children to independently select throughout the day. The childminder has discussed individual requirements regarding individual dietary needs with parents and caters for any allergies, food intolerances and cultural requirements. The childminder has an up to date paediatric first aid qualification; ensuring appropriate first aid can be provided in the event of an accident. The childminder supports children to learn about the importance of good hygiene skills and children independently wash their hands prior to meals and snacks and after stroking the hamsters or using the toilet.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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