

Inspection report for early years provision

Unique reference number	EY425038
Inspection date	10/10/2011
Inspector	Claire Parnell
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 registered in 2011. She lives with her husband and three children in a residential area of Paddock Wood near Tunbridge Wells, Kent. Childminding generally takes place on the ground floor and there is a fully enclosed garden for outside 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 five children under eight years, of whom no more than two may be in the early years age range. The childminder currently cares for two children, one being in the early years age range, on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a warm and friendly environment which is safe and welcoming. However, risk assessments are not regularly recorded and this is a legal requirement. The childminder has a suitable understanding of children's individual needs and promotes their learning and development generally well. Parents receive helpful information about children's achievements through positive two-way communication. Liaisons with other settings, to promote consistent care and development, are in the initial stages. The childminder is eager to make continuous improvements, although there is no clear system yet to regularly evaluate her service.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- make a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 11/10/2011

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

- use observations and assessments more effectively to identify learning priorities for children and link this to future planning to help move them forward in their development
- develop the use of self-evaluation to identify strengths and plan future

- improvements to promote better outcomes for children
- maintain a regular two-way flow of information between other settings children attend, to provide continuity of their care and learning.

The effectiveness of leadership and management of the early years provision

The childminder implements some suitable systems to help keep children safe and secure. She carries out regular risk assessment of her house, outside areas and regularly used local amenities, but this is not recorded, dated or signed. This is a legal requirement. The childminder maintains up-to-date knowledge of procedures to follow should any concerns arise about a child in her care. The required documentation promoting children's welfare is in place, such as attendance, medication and accident records.

The childminder is eager to continuously improve her service for children and families. However, she does not yet have a clear system in place to evaluate and monitor the effectiveness of her work. The childminder provides children with a suitable range of activities and equipment. Children can help themselves to the resources provided and are aware of additional equipment that the childminder stores away.

The childminder carefully takes into consideration all children's individual needs. Children are welcomed equally and their particular interests and preferences provided for. The childminder has experience of supporting children with special education needs and/or disabilities. She knows how to encourage participation through adapting activities and resources. The childminder helps children learn about the differences in their society, through activities relating to celebrations and festivals.

The childminder has close links with local preschools, through her previous job roles. However, links to support specific children who attend other settings are not yet in place, to promote continuity of care and development. The childminder is building positive relationships with parents. Information about children's well-being and learning is shared daily through conversations. The childminder provides helpful information about the service that she offers to children and their families. The childminder has a relaxed and flexible attitude towards meeting children's needs and parental wishes. This attitude particularly helps to support working parents.

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

Children are happy and settled, building warm relationships with the childminder and her family. They react positively to her interaction as they play and are

confident to ask for additional resources. The childminder uses clear open-ended questions and suggestions to help children think critically and logically. The activities available help to promote all the areas of learning appropriately. The childminder watches and sensitively supports children's learning by introducing new concepts. Children help to make jelly for tea by pouring the water themselves, watching the granules melt, looking at the instructions together and finally putting the jelly in the refrigerator to set. The childminder uses simple explanations and questions to help the children to learn about changing materials, using words for a purpose and the amounts of water needed to make the jelly. These activities help children to gain skills for the future.

The childminder is beginning to implement a system with which she can observe and assess children's progress within the Early Years Foundation Stage. She gains information from parents at their initial visit to find out about children's starting points. However, the childminder is not fully identifying children's next steps in their learning, to plan for children's future development needs appropriately.

Children are helped to feel safe and secure as the childminder provides a stable and suitable environment to play in. A fire evacuation procedure is in place to help children to learn about keeping themselves safe. The childminder also spends time talking to children about road safety, especially when walking to and from school. The childminder provides clear explanations to promote positive behaviour, social expectations and safety whilst in her care. She offers praise and encouragement to children, which starts to build self-esteem and confidence. The childminder acts in a calm and relaxed manner helping children to gain new experiences at their own pace.

Children are active as they move around the house and have free flow access to outside areas. They enjoy a healthy balanced diet and learn what foods are good for them, through simple cooking activities and snack times. The childminder is aware of children's dietary requirements and entices children to try new foods with confidence. Children take part in some daily exercise, walking to and from school as well as regular visits to the local park and open spaces. They are offered freshly prepared drinks on a regular basis, especially when they have been playing outside or engaging in physical activities. Overall, children are moving forward at a steady pace in their development and enjoy their time with the childminder.

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	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	2
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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