

## Inspection report for early years provision

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<b>Unique reference number</b>	EY425153
<b>Inspection date</b>	18/10/2011
<b>Inspector</b>	Lara Hickson
<b>Type of setting</b>	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 March 2011. She lives with her husband and two children aged 13 and six years in a three bedroomed house on the outskirts of Gravesend, Kent. The family has two pet cats. Minded children use the ground floor of the setting, with supervised access to the first floor for sleeping purposes and to use the bathroom. The home is within walking distance of a number of local amenities including parks, toddler groups, a library and the promenade. There is an enclosed garden area available for outdoor play activities.

The childminder is registered to care for a maximum of five children under eight years old at any one time; of these, only three may be in the early years age group and, of these, only one may be under one year at any one time. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There is currently one child in the early years age group and three older children on roll. The childminder is not registered for overnight care. The childminder is happy to walk to local schools to take and collect children.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and settled and make themselves at home in the warm, homely setting. Resources are easily accessible, enabling children to make decisions about what they would like to play with. Children's learning and development are generally promoted well by the childminder. She meets the unique needs of each child in her care, engaging well with parents to achieve this. Children's welfare and safety is actively promoted and some positive steps are taken to help children to learn to keep themselves safe. The childminder demonstrates a strong capacity to maintain continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved
- improve the systems for monitoring children's progress, for example by recording observations and the next steps identified for children's individual learning.

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

The childminder has effective systems in place to ensure that children are safe and secure in her care. The childminder demonstrates a good understanding of safeguarding matters and her responsibilities with regards to recording and reporting any concerns. She has produced a child protection policy in line with local safeguarding children board procedures to use as reference and to share with parents. This ensures that parents are fully aware of the childminder's role and responsibility with regard to safeguarding. All adults in the home hold suitable Criminal Records Bureau disclosure checks and children are never left alone with unvetted adults. The childminder ensures the environment in which children are cared for is safe and suitable. A comprehensive range of risk assessments is carried out on all areas of the home used for childminding with daily visual checks to ensure children's safety. The record of the risk assessment clearly identifies all potential hazards in the home and garden and the steps the childminder has taken to eliminate or minimise them. She reviews these on a regular basis and from evaluations made she puts additional safety measures in place. For example, one younger child is now very mobile and safety gates are to be erected to prevent access to the stairs. Secure arrival and collection procedures are in place to ensure that children are only released to authorised adults. A fire evacuation procedure is in place and the childminder demonstrates how she will evacuate children safely in an emergency. However, regular fire drills are currently not being completed with children to familiarise them with the procedure to follow in the event of an emergency.

The childminder has established positive relationships with parents and carers and keeps them well informed about their child's care, learning and development needs. She liaises with them verbally upon arrival and collection and sends them regular photographs of their children enjoying different activities. This enables parents to be involved in their child's learning and development. The childminder identifies with parents what their child is already capable of when they start at the setting and uses this information to plan appropriate activities and resources for the child to enjoy. The childminder plans her day effectively to ensure that individual routines and requirements are met in line with parental preferences. The childminder is aware of the need to establish partnerships with outside agencies and with other settings children attend, however currently children do not attend any other setting.

The childminder has organised systems regarding record keeping and all documentation is readily available for inspection. She has a range of policies and procedures in place which all parents have a copy of and the practice seen reflects these written policies. The childminder is planning to attend further courses to enhance her knowledge and practice. She initially used the Ofsted self-evaluation tool to evaluate her provision when she commenced childminding but has not used it to monitor its continued effectiveness. However she does demonstrate a good awareness of her strengths and areas for future improvement to promote better outcomes for children.

Equality and diversity is promoted within the setting. Children's records contain all of the appropriate information on their individual needs, such as, language spoken, religion and any additional needs. The childminder plans her day effectively to ensure that individual routines and requirements are met. There is a small range of resources available that depict positive images of diversity and these are used well to help the children to learn to value other people's differences. Non stereotypical play is well promoted. The childminder enables children to develop a positive self-image and confidence by praising their attempts and achievements. As a result children are encouraged to attempt new things with the childminder on hand to support and encourage them.

The childminder makes good use of the available space within her home. Children can choose what they want to play with from toys, resources and books stored on low-level shelves, in plastic toy boxes and in a toy unit kept in the lounge. Even babies are able to crawl up to toys and choose from the selection available. One baby delights in steadying herself against the large toy unit and rummaging around the toys, giggling as she makes some of the toys make sounds.

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

Children are developing well in the childminder's warm, welcoming environment as she spends a great deal of time interacting with them and skilfully uses toys and resources to help children achieve and progress in their development. The childminder uses everyday activities to encourage children's learning and knowledge of the world around them. For example, on trips to and from school she reinforces concepts of road safety and keeping safe. The childminder demonstrates a good understanding of how young children learn and develop. She knows the children well and supports them individually to make good progress, across all areas of their learning and development and to develop skills for the future. She introduces new vocabulary continuously during play activities and is aware of the importance of stimulating and developing communication with young babies. For example, she encourages babbling sounds through repeating these back to babies and introducing them to new sounds such as making noises with their hands over their mouths. She delights when children learn a new sound or copy her actions.

The childminder ensures that toys and resources are age and stage appropriate to each individual child to ensure children are sufficiently challenged and stimulated. The childminder provides encouragement and support to give children confidence in trying new skills, such as walking. She helps children develop these skills by providing additional challenges to encourage further movement such as putting toys just out of reach when children are learning to crawl and offering a hand or fingers as support during the early stages of walking.

Individual learning journals are kept for each child in the early years age group and although this generally contains information about their care needs the childminder is starting to include information regarding achievements. However although information about children's progress is not recorded the childminder is

extremely knowledgeable about the stage each child is at and what she is doing to encourage their next steps of development in the different areas of their learning. The childminder demonstrates a good understanding of the Early Years Foundation Stage framework and of how young children learn and develop.

The childminder promotes children's health well within her setting. Children have daily opportunities for outdoor play and for fresh air and exercise on the school runs and on outings in the local community. The childminder is aware of each child's individual dietary requirements and ensures that she effectively promotes these. For example, she is aware of all children's allergies, likes, dislikes and food intolerances and has this information recorded clearly on child record forms. The childminder is happy to provide meals and snacks as requested by parents and these are healthy and nutritious and meet individual dietary requirements. When parents provide food for their children the childminder ensures that they are aware of her approach to healthy eating through her written policy. She introduces children to new foods in full consultation with their parents. Provision is made for children to rest during the day dependent on their individual needs and parental preference.

## 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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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