

Inspection report for early years provision

Unique reference number	EY398718
Inspection date	12/08/2010
Inspector	Justine George

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 2009. She lives with her husband and three children, a son aged 16 years and daughters aged five and three years. The family live in a four bedroom, semi-detached house in Sidcup, Kent and the whole of the property is suitable to be used for minding. Although, minding generally takes place on the ground floor in the living and dining room. Minded children have access to a ground floor toilet and family bathroom on the first floor. The bedrooms will mainly be used for sleeping purposes. Minded children will have access to the secure rear garden.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of four children at any one time. She currently cares for three children in the early years age group various days during the week and a five and nine-year-old outside school hours.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm and welcoming environment for children and they enjoy their time exploring the wide range of toys and activities. The childminder has good knowledge of each child's needs and interests and is keen to develop the latter further through developing her knowledge and resources. The childminder has a selection of well written policies and procedures and most of the required documents are in place to ensure children's safety and well-being. However, there are breaches in regulations which the childminder has not complied with, this relates to the record of attendance and written agreement for emergency medical advice and treatment, impacting on children's safety and well-being.

What steps need to be taken to improve provision further?

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

- maintain a daily record of the names of the children looked after on the premises and their actual hours of attendance (Documentation) (also applies to the Childcare Register) 15/10/2010
- obtain written parental permission for the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 15/10/2010

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

- minimise distractions when children are exploring toys by limiting the use of the television
- develop knowledge and provide materials to encourage young children as they explore particular patterns of thought or movement, sometimes referred to as schemas
- ensure there is appropriate fire detection equipment for example smoke detectors fitted on the first floor and make glass surfaces safe or inaccessible to children
- obtain written parental permission for children to take part in outings

The effectiveness of leadership and management of the early years provision

The childminder ensures children are cared for by suitable people and household members have had or are in the process of having the required checks carried out to ensure their suitability. The childminder regularly carries out and records risk assessments to ensure her home is safe and secure. In the main most hazards have been identified and minimised. However, a glass table top has not been made safe or inaccessible to children and fire detection equipment of a smoke alarm is not in place on the first floor. The childminder has sound knowledge of child protection safeguarding procedures to ensure vulnerable children are suitably protected. The childminder maintains most of the required documentation to ensure children are cared for in line with parents wishes and to ensure contact can be made easily if required. However, the childminder does not maintain a daily record of attendance to ensure ratios are adhered as well as meeting the conditions of registration. Furthermore, she has not obtained written parental agreement to seek emergency medical advice or treatment for children, which is a breach of regulations. Furthermore, the childminder has not yet obtained written parental consent to take children on outings or transport them in a vehicle.

The childminder has suitable systems in place to evaluate her practice. She reflects on how children spend their time and plans various activities and experiences for children to explore to ensure they benefit from attending. The childminder has attended several training courses to keep her knowledge up-to-date. Plans are also in place whereby the childminder is looking to seek the views of parents through questionnaires. Partnerships with parents are positive. They receive good information about the childminder's responsibilities in caring for children through the provision of written policies and procedures. Good levels of communication are in place. Verbal exchange of information is shared on a daily basis as well as detailed daily activity sheets to ensure parents are fully informed of their child's general well-being and the activities children participate in. Some children attend other settings and the childminder is in the progress of developing partnerships with other professional to ensure continuity of care.

The childminder is committed towards inclusion and diversity and all children's needs are well met. This is because the childminder seeks information about

children's individual needs and parent's preferences. Children are welcomed into the setting and participate in various activities which are adapted to suit their age and stage of development. Children are independent in choosing what they would like to play with as they can access toys equally developing their own play ideas and minimising gender stereotypes. In the event of any discriminatory remarks, the childminder is confident in challenging such comments to ensure no-one is made to feel insecure.

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

Children benefit from using the wide range of toys and exploring various activities which supports them in making progress in their learning and development. Children enjoy exploring play dough, pushing it through tubes and manipulating it, exploring the texture. Children enjoy using hand held computer consoles and offer support to others who are less familiar in using them. Children enjoy watching television, but this is on for long periods and often distracts children when they are exploring other toys. Very young children practise their large motor skills of crawling and walking around the furniture benefitting from the space provided. They also enjoy pushing buttons which trigger light and sounds enabling them to make sense of the world around them through use of their senses. The childminder talks about children's various interests which reflect specific patterns of play. For example, posting items and connecting objects. As a result of such play, the childminder would like to develop her knowledge and the range of play materials to further extend children's learning patterns.

Children's health is fostered. They enjoy regular periods of outdoor play using the spacious garden and good range of toys to promote active lifestyles. Children visit local parks and groups which also supports them in developing social relationships. Children are well hydrated and help themselves to drinks recognising what they are thirsty. Children enjoy a range of healthy snacks and freshly prepared meals. Children are well behaved and develop respectful attitudes whereby there are encouraged to use their good manners of please and thank-you and respect the furniture, and each other. In the case of any conflicts, the childminder sensitively supports children giving reassurance to those it effects, and explanations to develop their understanding in caring for others.

The children develop awareness of the multicultural society in which we live. This is achieved through visits within the local community and exploring the good range of toys that reflect diversity. For example the use of books, puzzles, small world toys and dressing up clothes that reflect various cultures. The childminder also shares her Spanish roots with children helping them to learn Spanish words and songs.

Children show good levels of self-esteem and confidence and show a sense of belonging. They confidently access all areas of the home or go into the garden showing awareness of where things are should they need them or want to explore further. Young children clearly show a caring fondness for the childminder and

have developed positive relationships outside the family home. They seek cuddles and reassurance when needed and are confident in showing a range of emotions indicating their specific needs. In the event of children becoming emotional, the childminder offers cuddles and is aware of their specific routines, for example, hunger. This is managed by offering a snack which quickly restores the harmonious atmosphere.

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	4
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	4
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	3
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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	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 11/10/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 15/10/2010