

Inspection report for early years provision

Unique reference number	EY290019
Inspection date	30/01/2009
Inspector	Susan Jennifer Scott

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.

Description of the childminding

The childminder has been registered since 2004. She lives with her husband and their three children, two of whom are over eight years. They live on the outskirts of Maidstone. The whole of the ground floor of the property, as well as the upstairs bathroom, is used for childminding. There is a fully enclosed garden available for outside play. The property is located close to local amenities including the park, school, shops and nursery.

The childminder is registered to care for a maximum of five children at any one time. No overnight care is provided. The childminder cares for five children. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks or drives to local schools to take and collect children. The family has a pet dog.

Overall effectiveness of the early years provision

The childminder is developing her practice so that children receive care and education to suit their individual needs. She supports children's progress because she observes their individual preferences and provides encouragement to participate in the activities by involving herself in their play. However, the self-evaluation has not been used effectively to promote all the outcomes for children as the childminder has not addressed all previous recommendations. All children experience a welcoming service with enjoyable opportunities to participate in activities which build upon their skills, knowledge and understanding.

What steps need to be taken to improve provision further?

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

- ensure records of consent to obtain emergency advice or treatment are clear

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

- ensure that an effective safeguarding policy is implemented and increase knowledge and understanding of child protection in line with the Local Safeguarding Children Board procedures (Safeguarding and promoting children's welfare) 28/02/2009
- carry out a full risk assessment and ensure action is taken to minimise any risks identified. The risk assessment should pay particular regard to upstairs windows and the gas fire in the lounge (Suitable premises, environment and equipment) 28/02/2009
- ensure an attendance register is maintained with times of arrival and departure. (Documentation) (also relates to the Childcare Register) 28/02/2009

The leadership and management of the early years provision

The childminder is keen to support children's welfare, learning and development. Parents can access information about the experiences of their children through the use of individual records kept in a file. The childminder has not obtained information from parents to establish children's starting points, though she does liaise informally with the children's school and nursery to promote their welfare. Consideration has been given to issues such as confidentiality and the administration of any medication, which are covered in the written documentation, and parents can access this information, as well as how to contact the regulator. There is information summarising policies and procedures which is given to parents, supporting communication between children's care at home and their care here.

Children benefit from routines which ensure that they are cared for in clean, comfortable surroundings offering them enjoyable choices of activities and support from the childminder. The childminder is improving her service by increasing her understanding of the Early Years Foundation Stage (EYFS) through studying for a level two qualification.

The quality and standards of the early years provision

The childminder works closely with parents, sharing information about the care she offers and obtaining written consent from parents for a variety of activities, such as transport, the administration of medication, and making provision for possible emergencies, although this is not clearly recorded. She has made some arrangements to safeguard children and shares her written procedures and policies with parents so that they are informed about her arrangements. The childminder does not always ensure the register of attendance records times of arrival and departure for each child, which is a breach of requirements. The childminder's knowledge and understanding of child protection issues is limited and she has not improved her knowledge of this as recommended at the last inspection. This means children are not fully safeguarded.

The childminder supports children's understanding of safety and ensures children learn what to do in the event of an emergency, as they practise evacuations. However, the gas fire is not guarded and the upstairs bathroom window is not locked, meaning that children can access both, though the childminder feels they will not do so. The risk assessment does not record these hazards. Therefore, children are not fully safeguarded.

Children show independence and make choices about the activities they want to do, selecting some resources and toys from the playroom. The childminder reminds young children to use wipes, and to wash and dry their hands properly. Children therefore learn about good practice to support their understanding of hygiene and health. Children are encouraged to be aware of their needs as the

childminder provides drinks for them to access and gives them healthy snacks of fruit, and meals such as shepherds pie or egg sandwiches. Parents provide information about their children's individual needs and preferences so the childminder ensures their individual needs are met. The childminder uses praise which promotes their self-esteem so they feel good about what they do. This positive reinforcement and the childminder's patient support encourages children to learn right from wrong and build their skills, such as helping to tidy up toys.

Children enjoy using construction materials such as wooden blocks and the childminder offers resources to build upon their creative skills through drawing, colouring and gluing. Sometimes the childminder selects an activity that has not fully promoted children's skills, such as when she cuts out shapes to make dragons for Chinese New Year celebrations, though they enjoy playing with these. Children make progress because they feel relaxed and welcome here, due to the childminder's sensitive support. One young child spontaneously sings nursery rhymes when she is looking at the book of these, showing good confidence.

Children are beginning to understand counting and numbers because the childminder encourages counting when they talk to her about some activities. Children benefit from the childminder's enthusiastic participation in their play and her acknowledgment their skills. For instance, she questions children about the colours of the items pictured in the book she reads with them. Children develop their communication skills through conversations with the childminder, who also reads their favourite nursery rhymes and sings songs. Children enjoy a variety of physical activities, including going on nature walks so that they develop their understanding of wildlife and build upon their physical skills and good health.

The childminder observes each child's development and has noted the next steps in children's learning. There is a system for recording observations, some of which are assessed, but the written assessments do not cover each area of learning yet, although the childminder has observed many of these informally. The childminder is developing her understanding of, and skill in using, the EYFS to ensure children are supported in all the areas of learning and development and to take account of their individual interests and level of skills.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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:

- ensure an attendance register is maintained with times of arrival and departure (Documentation) 28/02/2009

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:

- ensure an attendance register is maintained with times of arrival and departure (Documentation) 28/02/2009