

## Inspection report for early years provision

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<b>Unique reference number</b>	126514
<b>Inspection date</b>	25/10/2011
<b>Inspector</b>	Liz Caluori
<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 registered in 1999 and lives in Snodland, Kent. Childminding generally takes place on the ground floor, which includes toilet facilities. A bedroom on the first floor is available for children to sleep in and there is a fully enclosed garden for outside play. The childminder has a pet cat, budgerigar and fish inside and chicken in a pen in the garden.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of three children under eight years, all may be in the early years age group. She currently has four children under eight years, who attend on a part-time basis after school and at weekends. Of these two are in the early years age group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children play happily in the child-centred and welcoming environment. They enjoy activities that promote all areas of their development. Systems to monitor children's progress against the Early Years Foundation Stage are not yet fully established. The childminder organises her service to reflect the needs of children attending. However, weaknesses in some processes have resulted in a failure to comply with the requirements of the Early Years Foundation Stage. The childminder is committed to increasing her knowledge and understanding of current childcare practices. However, she does not routinely use self-evaluation to identify the strengths and weaknesses of her provision. The positive relationships maintained with parents, carers and other professionals help ensure consistency of care for children.

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

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

- ensure that robust procedures are in place to notify Ofsted of any significant event which is likely to affect the suitability of the early years provider or any person who cares for, or is in regular contact with, children on the premises to look after children (Suitable People) (also applies to both parts of the Childcare Register) 11/11/2011
- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident 11/11/2011

(Documentation).

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

- use self-evaluation and reflective practice to identify the strengths and priorities for development that will improve the quality of the provision for children
- review some of the strategies in place to manage children's behaviour to ensure that they are consistently positive and guard from any adverse impact on children's well-being.

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

The childminder assesses risks in her home and for outings, according to children's individual needs. She takes appropriate action to reduce hazards, but does not record her risk assessment to show when it was reviewed and any action taken. This breaches requirements. She has attended child protection training to enable her to identify any safeguarding concerns. The childminder has contact details for referring any concerns to the appropriate agencies. The childminder organises her service appropriately to meet the needs of the children attending. However, the childminder failed to notify Ofsted of a change in her circumstances. It is a legal requirement to do so.. On this occasion Ofsted does not intend to take further action.

The childminder currently only cares for children in the evenings and at weekends and does not maintain records specifically relating to their learning and development.. She uses her sound knowledge of the children and their needs to plan experiences she is confident they will enjoy. The childminder sufficiently reviews and acts upon feedback from parents and carers to adapt her provision and meet their needs. However she does not use rigorous criteria to assess her provision against or identify challenging targets. This limits her capacity to maintain its continual development.

Children are provided with a good range of resources and are encouraged to select items they wish to play with. Toys are well maintained, attractively presented and successfully engage children's interest. Space is organised effectively to enable children to move around the house safely and independently.

The childminder has a written statement outlining her commitment to respecting children as individuals. All children have equal access to resources and activities, which are adapted to reflect their individual abilities. The childminder makes use of spontaneous discussion to promote positive and non-stereotypical images of people throughout the community. For example, ensuring children understand that both women and men can work as fire fighters.

The childminder has experience of caring for children with special educational needs and/or disabilities. She is confident in her ability to work with parents and

carers and a range of specialists and professionals, to provide appropriate care. The childminder has no direct contact with teachers as parents deliver the children to her after school. However, through discussion with parents and the children she is able to complement school provision sufficiently and to help children continue to develop new skills. Children benefit from the highly positive relationship in place with their parents and carers. The childminder provides a range of written statements that inform parents and carers about many aspects of her service. Information specifically relating to the children is generally shared during daily discussion at handover.

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

The childminder currently provides only complementary care for the children after school. She observes the children as they participate in activities and knows their interests, but does not record her observations to more carefully monitor their progress. As a result, she is not able to ensure she provides experiences that fully build on children's experiences and promote their development across all areas of learning. The childminder does, however, provide activities that children thoroughly enjoy. They are prolific artists creating beautiful pictures inspired by their observations of the play environment, such as the toys and play mat. They demonstrate a high level of imagination in their role play and are enthusiastic musicians. Children very successfully enlist the childminder in their games. They make her sing, do actions and make comical noises. They respond very well to the childminder's warm, friendly and good humoured manner. There is a good deal of laughter and sharing of jokes as they children play and interact with the childminder, resulting in a very happy and relaxed atmosphere.

Children generally behave well. The childminder only has to offer a gentle reminder to encourage them to share and play cooperatively. However, occasionally, if necessary, she may ask a child to sit for a period of time on the bottom of the stairs. Before imposing this sanction she speaks clearly to the child, so they are aware of which aspect of their behaviour is not welcome. Children are given responsibility of coming to her when they feel they are ready to play nicely, this helps them learn to manage their own behaviour. However, the use of a designated step does not guard children from experiencing additional negative feelings, such as humiliation.

Good focus is placed on promoting healthy lifestyles. Children develop good toileting and self-care skills and remember to wash their hands without prompting. Children play in a very hygienic environment. They speak knowledgeably about the importance of eating fruit and vegetables and drinking water to support their good health. Snacks and meals are provided by the childminder and children confidently select what they would like to eat.

Children listen well to the childminder's advice and instruction, for example, to step carefully over toys on the carpet. They learn to cross roads safely and to protect themselves from specific dangers, such as fire and boiling liquids. Children are

settled, happy and confident in the childminder's care and develop good social skills. The support and encouragement children receive to express themselves and to make choices and decisions helps to prepare them for the future.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
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	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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3
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 (Changes to people). 11/11/2011

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 (Changes to people). 11/11/2011