

Inspection report for early years provision

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Inspection date	31/10/2011
Inspector	Mary Vandepeer
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 1996. She lives with her husband and family in Yalding, Kent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder's home is close to local shops, parks, schools and pre-schools. The childminder is registered to care for a maximum of six children under eight years, of whom no more than three may be in the early years age group. She is currently caring for two children child in the early years age group and several older children, who all attend full-time school. The childminder takes and collects children from local schools. The childminder receives support from the local authority and is a member of the National Childminding Association. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy activities that help them make steady progress in their learning and development. The childminder reflects the children's interests in her provision, but does not have an effective system for assessing their progress to support planning. She safeguards the children and carries out risk assessments, but does not record these. She builds positive relationships with parents and others supporting the children to provide continuity in their care and learning. The childminder shows some capacity to maintain development but does not fully evaluate her provision, which leads to limited improvements being made. The childminder maintains most records and paperwork to a satisfactory level, helping ensure she has all the required information on every child in her care.

What steps need to be taken to improve provision further?

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

- maintain a record of risk assessments clearly stating when they are carried out, by whom, date of review and any action taken following a review or incident. (Suitable premises, environment & equipment) 14/11/2011

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

- develop a systematic and routine approach to observational assessment of children's development towards the early learning goals and use to plan their next steps in learning

- develop systems of self-evaluation to identify aspects of the childminding service that are done well and aspects that can be improved, so as to promote good outcomes for all children.

The effectiveness of leadership and management of the early years provision

The childminder ensures that children are protected by having safeguarding procedures in place. The childminder understands her responsibility to the children in her care. The childminder risk assesses her home environment and measures are in place to minimise any risks to the children. However, she does not record her risk assessment review or any action taken to reduce risks following its review. This breaches requirements.

The childminder only cares for children out of school, which means they are only minded for a few hours a day. The childminder uses the whole of the downstairs area of her house for childminding. The door to the back garden is easily accessible and children can play outside all year round. Children choose from a variety of resources, including mark making, books, games and art and craft. These are activities that children enjoy and complete in a relatively short space of time. The childminder provides toys and equipment which are suitable for all children and meet their individual needs; some include positive images to promote their awareness of diversity and for all children to relate to. The childminder is a good role model for the children and encourages them to respect each other, regardless of their abilities, culture or background.

The childminder shows sufficient capacity to maintain continual development. She has attended a few local training courses in the past, to help her build on the quality of care she provides for children. She is beginning to evaluate her provision but this is not established enough to help her effectively identify the strengths and areas that may benefit from improvement. She seeks parents' opinions on the service offered to involve them in the evaluation process. This leads to some improvement, although limited.

The childminder has positive and friendly working relationships with the parents, whose children she has cared since they were very young. She discusses the care of the children with parents. Links with other agencies involved in the care of the children are in place, for example with their school's reception teacher. This enables the childminder to gain some knowledge of how well children are progressing in the Early Years Foundation Stage. She is able to describe the individual needs of the children in her care and what activities she provides to help them learn and move forward. Information about her childminding service is shared with parents verbally. Most of the required records and paperwork are kept and the childminder makes sure she has important personal details and contact information on each child. This means she is able to provide appropriate care for each child.

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

The childminder is an experienced childcarer and has a sound knowledge of how children learn. She provides children with a range of activities and resources which reflect their interests and encourage and support their steady progress. The childminder does not systematically observe and assess children's progress towards the early learning goals. This impacts on how effectively she identifies their next possible steps or gaps in learning, and how she plans for these. Children develop confidence and independence as they make decisions about what they would like to do. They have free access to the house and garden and enjoy playing in the garden after a day at school. The childminder knows most of the children well, as she has cared for them since they were very young. The childminder spends time talking, listening and taking an interest in what the children are doing. For example, they are writing and singing songs together and the childminder encourages and praises them. Children play happily with the childminder and her family. The interaction between them all is close, caring and affectionate.

Children benefit from the homely and safe environment in which their welfare is considered and promoted. They are aware of the house rules that promote safe and appropriate behaviour. There is an evacuation plan in place and children are able to say what they have to do. However, this is not always effectively risk assessed. The childminder gives the children space to play and keeps an eye on them at all times, making sure they are alright, safe and secure. Children feel safe and comfortable in the company and care of the childminder.

Children are provided with drinks, meals and healthy snacks that take into account their likes, dislikes and dietary needs. Children are beginning to understand about eating balanced diets. They know the importance of personal hygiene routines and wash hands at the appropriate times. Children's physical development is promoted through outdoor play in the garden, using the available suitable equipment, and trips to local parks.

The childminder supports children's behaviour. She is a good role model and remains calm at all times. She encourages children to respect each other and take turns. Children benefit from positive guidance and encouragement, which teaches them to look for attention in a positive way. Children's social skills are developed through working and negotiating together on small projects. Children have appropriate learning opportunities in a stimulating and caring environment.

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	3
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	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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 14/11/2011
- have a written statement of procedures in place, to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email. (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 14/11/2011

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 compulsory part of the Childcare Register section of the report. (Arrangements for safeguarding children; Procedures for dealing with complaints) 14/11/2011