

Inspection report for early years provision

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| Unique reference number | EY244064 |
| Inspection date | 14/11/2011 |
| Inspector | Jenny Kane |
| 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 has been registered since 2003. She lives with her partner and two school-age children in the Penenden Heath area of Maidstone. The ground floor of the childminder's house is used for childminding with access to upstairs for the bathroom and a bedroom for sleeping. Children have access to a secure enclosed rear garden for outside play. Schools, pre-schools, toddler groups, shops and parks are within walking distance. The family has a pet cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the Early Years age range. The childminder does not provide overnight care. She is currently minding one child in this age group. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and relaxed. They enjoy positive relationships with the childminder and her family. The childminder has a good understanding of how children learn through play and provides a range of activities which help children to make good progress within the Early Years Foundation Stage. Her first aid certificate has lapsed, which is a breach of requirements. However, she is booked to renew this, and her first aid knowledge is satisfactory and she demonstrates that the safety and welfare of the children is a priority. Well established partnerships with parents/carers and other providers ensure the children receive good continuity of care. Although the childminder does not yet have systems in place to monitor and assess the service she provides, she demonstrates a commitment to making continuous improvement.

What steps need to be taken to improve provision further?

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

- complete an appropriate paediatric first aid course by 31-01-2012 (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)

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

- improve the arrangements for tracking children's progression against the

expectations of the early learning goals in order to identify their next steps in all areas of learning

- develop systems of self evaluation to identify strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has a clear knowledge of child protection procedures. The arrangements for safeguarding children are suitable and she has attended child protection training. Her written policy, which is in line with the Local Safeguarding Children Board procedures, is shared with parents ensuring they are clear about her role and responsibilities in relation to child protection. However, the childminder has not been able to update her first aid training. This is a breach of requirements. Consequently children are not fully safeguarded in the event of an injury. The childminder is now booked to complete training in the near future. Children's safety and health is high on the childminder's agenda and she carries out daily checks and regular risk assessments of all areas used by the children. This helps to ensure the environment is hazard free and conducive to children's play.

The childminder is well organised and makes the best use of the available space. She encourages children to make choices about what they do and where they play. They have access to a good range of play materials several of which reflect diversity and positive images. The childminder is working towards being as sustainable as possible by encouraging recycling, composting and water collection. Children are involved in growing fruit and vegetables in the garden.

The childminder has a good understanding of equality and clear commitment to inclusion. She knows children's backgrounds and individual needs well. Although there are currently no children with special educational needs and/or disabilities on role, the childminder is confident about caring for children with a range of abilities. She is committed to working with other professionals and providers and understands the benefits to the children. She has developed good relationships with the local schools and other childminders.

Her relationships with parents and carers are effective. She provides well produced written information and policies so they are clear about the service she offers. All mandatory records and documents are in place, kept confidently and shared with parents regularly. When children first start parents share information so that the childminder is aware of their capabilities and starting points. However, the starting points are not recorded in the development folders. Through daily discussions and the contact books she continues to keep parents informed about how their children are progressing.

Although the childminder does not yet have systems in place to monitor and assess her service, she has a sound commitment to her development and to making continuous improvement. The childminder is generally aware of her strengths and weaknesses. She has identified the need to update her first aid

training and has been proactive in booking a refresher course.

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

Children are making good progress towards the early learning goals and in developing their skills for the future. They enjoy their time with the childminder and move about freely and confidently. The childminder plans activities to meet children's individual needs and support their development. She observes children during play and records some information. The recorded observations and assessments are not yet fully developed to help parents to see clearly how their children are progressing and there is limited information about their next steps for children's learning. However, the contact books hold useful information about children's care and welfare.

Children are developing good communication skills and are confident in their speech. The childminder encourages language development through clear discussions and the use of phonetics. Children enjoy drawing at the table and identify various colours. One child particularly likes aeroplanes and can point out pictures of these. There are good opportunities for problem solving and mathematics. During play with the blocks children identify shape and size, they try to identify the numbers on the toy clock and share well while playing these games. Children have access to a computer and digital cameras. They freely explore their environment and use their imaginations well. One child asks for some music on and is able to control the volume. They listen to the rhythms and dance about happily.

Children demonstrate a good understanding about hygiene routines and the childminder has high standards. She has a good understanding of healthy eating and provides nutritious meals and snacks. During the morning children ask for fruit from the bowl. They understand why they need to wash their hands before helping to cut up oranges, apples and plums. While eating they talk about the other fruits they like and remember that they grew strawberries in the garden in the summer. Growing foods and helping with shopping trips to buy food helps them understand where food comes from. Drinks are freely available and children access their own mugs when they are thirsty.

There are good opportunities for children to develop their physical skills. They enjoy playing in the garden and partake in regular outings in the community. They walk to the park, toddler groups, go for nature walks and visit friends. This helps children's understanding of the need for regular exercise to keep healthy. On these outings children learn about keeping safe, staying together and crossing roads safely. Children also learn about their own safety by practising fire drills to make sure they know how to leave the house in an emergency. The childminder encourages children to make decisions about what they do and what they play with. They understand the basic house rules and gentle explanations and discussions help to manage any unwanted behaviour. The children benefit from close relationships with the childminder who pays them a lot of individual

attention. Consequently children's behaviour is good.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| 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 | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| 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

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 | 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:

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 for the early years section of the report (Welfare of the children being cared for) 31/01/2012

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 for the early years section of the report (Welfare of the children being cared for) 31/01/2012