

Inspection report for early years provision

Unique reference number	EY427651
Inspection date	16/11/2011
Inspector	Sue Taylor
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 registered in 2011. She lives with her partner and two young children in Sittingbourne. The home is close to shops, parks, schools and public transport links. The ground floor of the childminder's home is used for childminding with use of the first floor bathroom and occasional use of bedroom for sleeping. There is an enclosed garden for outdoor play. The family has a rabbit and fish.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She may care for a maximum of four children under eight years at any one time; of these, no more than two may be in the early years age range. The childminder is currently minding two children in the early years age range, throughout the week. No minded children were present at the time of the inspection. The childminder collects children from the local school and attends toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is gaining confidence in her knowledge of the Early Years Foundation Stage, though not all of the required documentation is in place. For example, the childminder checks safety issues but has no risk assessment record. Not all parents are providing written consent for emergency medical advice or treatment. However, breaches of specific requirements in the Early Years Foundation Stage framework do not have a detrimental impact on the safety and well-being of children. Overall, children's learning needs are being met although there is limited monitoring of their progress and parents and other Early Years Foundation Stage providers are not actively involved. The childminder recognises a need to strengthen the self-evaluation of her practices to maintain sufficient continuous improvement.

What steps need to be taken to improve provision further?

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

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare) 16/11/2011
- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 23/11/2011

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

- improve the identification of children's next steps and the monitoring of their progress from their starting point towards the early learning goals; strengthen partnerships with parents and others to help enable continuity of learning and care
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder's home is secure. She minimises potential hazards and carries out daily checks. For example, with the use of a safety cupboard catch in the kitchen to prevent access to dangerous solutions. As a result, children can safely explore the ground floor environment. However, although the childminder states she carries out risk assessments and no concerns are noted, the written record is not available. In addition, consent to obtain emergency medical advice or treatment is not in place for all children. As a result, children's physical or medical care may be compromised. These two issues are breaches of specific legal requirements of the Early Years Foundation Stage framework. The childminder has a sound awareness of what action she needs to take in the event of a child protection issue. Overall, safeguarding procedures are adequate.

The childminder is generally aware of her strengths and areas to develop. She is motivated in developing her practices and is interested in attending child protection training to strengthen her knowledge. She recognises the need to improve her assessment systems and the identification of children's individual next steps. Current measures in monitoring children's progress, helping to identify and close any achievement gaps are not securely established. Resources are adequate to support children's learning and development. Children access these easily, making their own choices about their play. However, the use of resources in the planning of purposeful activities is less effective. The childminder has few resources that help children gain a positive awareness of diversity in the wider world, helping them to value people's differences.

A generally positive relationship exists with parents. Parents receive information about the childminder's practices and there are some written policies to help make these clear. The childminder obtains some relevant details about the child such as allergies or health issues before they start. As a result, children's individual care needs are met, helping children feel safe and settled. Parents are able to view their child's observation record book that the childminder completes daily. In addition, the childminder completes a review of children's development under each area of learning, once they are settled. However, the detail is basic and does not show how well the children are progressing towards the early learning goals from their starting point. As a result, parents are not fully aware of how well their child is progressing and are not actively involved in their child's ongoing learning.

The childminder has some general communication with other providers of the Early Years Foundation Stage, when this is required for individual children. However, effective partnership working is not yet well established to support the progression and continuity of children's learning, care or welfare needs.

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

The childminder has a developing knowledge of the Early Years Foundation Stage and overall children make sound progress in their learning. The childminder records observations as children play. For example, she notes a child 'playing with the helicopter and pretending how it flies'. She is beginning to link observations to the areas of learning. However, processes to identify children's individual next steps or show progress from their starting points are limited. The childminder does have a general overview of children's abilities and tries to ensure that children have access to an appropriate learning environment.

Children have access to toys and activities that are varied and that help support their learning. They are able to make choices about their play indoors. When used, the garden has resources to support children's physical development such as a swing, a slide, ride on toys, bats and balls. The use of an easel enables children to enjoy chalking or drawing outside in the fresh air. Children explore some different media such as paint or magic sand. Older children enjoy recognising written words they learn at school such as 'dog' or 'went'. This helps support their continuing communication skills. Children's early problem solving skills and numeracy awareness is generally supported with resources such as puzzles. Overall, children generally secure the skills they require in order to progress in their future learning.

Children begin to develop a sense of how to stay safe such as practising fire evacuation drills. They learn how to cross roads safely when out. Children learn to follow appropriate personal hygiene routines such as washing their hands before eating. The use of their own towel or flannel for hand drying helps reduce cross infections. The childminder provides healthy snacks and meals. Drinks are readily at hand for children when they need one. The childminder obtains relevant details about children's health, physical and dietary details from parents, enabling individual needs to be adequately met.

The childminder states that children are happy, settled and behave well. Children are beginning to form positive relationships. They learn to share and cooperate with others.

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 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:

- have a written statement of procedures 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) 23/11/2011