

## Inspection report for early years provision

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<b>Unique reference number</b>	EY428253
<b>Inspection date</b>	24/11/2011
<b>Inspector</b>	Cilla Mullane

<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.

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## Description of the childminding

The childminder registered in 2011. She lives with her child in a residential area of Margate, Kent. The whole of the house is used for childminding. The toilet is upstairs and there are several steps at the front and rear of the house. There is an enclosed garden for outside play. Schools, a pre-school, toddler groups, shops and parks are nearby. The family has a rabbit and several guinea pigs. The childminder is registered on the Early Years Register to care for a maximum of five children at any one time; two of these may be in the early years age group. She currently cares for one child in the early years age group on a part-time basis after school. She is also registered on the compulsory and voluntary parts of the Childcare Register and cares for two children in this later age range.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children feel safe and confident in a welcoming environment where their needs are suitably met. Their welfare is promoted to a generally satisfactory standard but some potential, safety hazards have not been effectively risk assessed. They develop a sound understanding of healthy lifestyles and learn how to keep themselves safe. They access favourite toys though must ask for others and activities are often based on their interests, with some activities planned to extend their learning. Parents receive appropriate information about their children's well-being, although links with other settings are not fully established to promote continuity and progression. The childminder shows a satisfactory ability to maintain continuous improvement and has started to plan to develop her provision.

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

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

- risk assess the bathroom door bolt and storage of bathroom cleaning equipment and keys for window locks, taking all reasonable steps so that hazards to children are kept to a minimum. (Suitable premises, environment and equipment) 22/12/2011

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

- share relevant information with all settings that children attend, to promote effective continuity of care and progress in their learning
- develop the environment to improve children's ability to choose their own toys and activities, to create and design freely, and to initiate their own play

- use ongoing observational assessments of each child's achievements and interests to provide relevant and motivating learning experiences that meet their individual needs
- 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**

Children's welfare is promoted to a satisfactory standard. The childminder has an appropriate knowledge and understanding of child protection procedures. Records of risk assessments and generally appropriate precautions around the home show that the childminder has a system to identify and eliminate hazards. However, not all potential dangers have been addressed as, for example, the bathroom is currently unsafe for children. The childminder maintains a record of accidents and the adult collecting the child is informed of this through being given a duplicate copy; parents and carers do not sign to acknowledge the entry.

The childminder is recently registered and has set up her provision to a satisfactory extent. She has just started to consider the benefits of evaluating her practice and, for example, this has led to children being included in improving the provision of toys. However, in general, she does not make full use of self evaluation to consistently improve outcomes for children.

Equality and diversity are satisfactorily promoted. All children are welcomed and the childminder recognises them as individuals, getting to know each one. The environment is homely and welcoming, so children arrive home from school and engage in fun activities. Role-play equipment is especially inviting, including a suitable range of utensils and resources, such as a toy toaster and kettle. As a result, children have lots of opportunities to use their imaginations. Other resources are stored upstairs, so that children need to ask to play with them; this limits the choices for less confident and less articulate children.

Information is shared with parents to an appropriate extent. They are informed about the general running of the setting, as they are shown the childminder's policies and procedures. Children are cared for according to their wishes: the childminder seeks their written permission for relevant aspects of children's care, for example, routine outings. A system to seek parents' views on the setting is not yet in place. Where children in the early years age range attend school, the childminder passes messages from teachers on to parents. She also finds out about children's general well-being. She has a general awareness of children's abilities but no detailed information about their progress in school, limiting her ability to effectively promote continuity.

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

At the moment, the childminder only cares for children who attend school full time. She appropriately understands that, as they receive their education in school, the care she provides should complement the structured educational provision of school. She achieves this by allowing children to choose what they want to do and by encouraging them to make decisions for themselves about activities. Children enjoy the activities provided, as the childminder is led by their interests. The childminder has started to carry out observations of children's play. These show that children take part in appropriate activities across all the areas of learning. However, the childminder does not yet use them to plan further activities that are based on individual children's interests.

Children are keen to describe their favourite activities and talk about playing the interactive, exercise, computer games and playing with the cookery set. All children are included and made to feel welcome within the setting, and encouraged to support, help and be kind to one another.

Children enter the childminder's home confidently on their return from school. They quickly find favourite toys or activities, showing that they feel safe in the childminder's care. The childminder has helped them understand what action to take in the event of a fire in the house. They point to exits, saying, 'We go out, either there or there' depending on the position of the fire. They know how to keep themselves safe during the walk back from school, stating that they must hold the childminder's hand and wait for her to say when it is safe to cross the road.

Children behave suitably, willingly following the rules. For example, they take their shoes off without being asked, as they enter the house. Children of different ages play together and cooperate, helping each other and working as teams. The older children take care of the children in the early years age group. They are kind to them, which has a positive impact on the younger ones' enjoyment and feeling of belonging. Children are keen to take part and persevere at chosen activities, so developing useful skills to support their future learning.

The childminder helps children to understand the importance of leading healthy lifestyles. They walk to and from the school. They much enjoy moving and exercising to the interactive, computer games, which help their coordination and balance. Children are offered healthy snacks. They can drink whenever they are thirsty, although their independence is slightly limited when the childminder pours drinks for them from a jug on the side.

## 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	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

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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	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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met