

Inspection report for early years provision

Unique reference number	125906
Inspection date	29/11/2011
Inspector	Jan White
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 1999.

She lives with her husband and two school aged children in Northfleet, Gravesend, Kent. All areas of the property are used for childminding and there is a fully enclosed garden for outside play. The bathroom is on the first floor level. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has one cat and a rabbit.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently caring for one child in the early years age group. She also offers care to children aged over eight years to 11 years. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of children's individual needs. Overall, most aspects of their welfare and learning are consistently promoted well. She actively works in partnership with parents and is aware of the need to work together with other professionals, as required. Children are progressing well given their ability and starting points. This is because the childminder offers a generally good range of activities that is planned to aid children's future learning and to reflect their interests. The childminder demonstrates a good capacity for continuous improvement; she uses self-evaluation effectively to identify aspects of the provision to develop, responding successfully to the needs of the children and parents.

What steps need to be taken to improve provision further?

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

- practise the emergency evacuation drills and record details of any problems and how they were resolved in a fire log book
- extend the learning activities to provide further opportunities for children to develop their senses and access tactile experiences. For example, helping them further develop their interest in textures, shapes, colours, form and space.

The effectiveness of leadership and management of the early years provision

The childminder has a competent understanding of safeguarding matters and actively promotes children's welfare and safety. She has good procedures in place to implement in the event that she has concerns about a child's well-being. The childminder implements effective systems to promote children's safety on outings. She makes certain children's written permissions and all required essential information is taken when outside the home. As a result, the necessary permission to take prompt action in the event of an emergency is always readily available. She ensures that her first aid certificate is kept up to date and maintains all documentation for the safe and efficient management of her provision well. Thorough risk assessments are conducted and recorded for the home, garden and all outings. Prompt action is taken to minimise any potential safety hazards and the childminder is vigilant in her supervision of the children. Although she has a clear emergency evacuation procedure she has not carried out fire evacuation drills to make certain this is effective and to familiarise the children with this safety action.

The toys, resources and equipment are set out well so that children can choose their preferred activities. The childminder involves them in routine experiences, such as setting up and tidying away and uses such activities to help them gain independence skills and learn to maintain a safe play environment. The resources are of good quality and suitable for the children's ages and stages of development. She uses space, time and resources successfully to support children's learning and development. The childminder has an effective knowledge of equality matters. She supports children's understanding of equality and diversity through the daily activities she plans and the use of positive images of diversity. Children's individual background needs are discussed with the parents. The childminder makes sure children are valued as individuals and each family is supported according to their particular circumstance. Subsequently, all children are treated with equal regard and no child is disadvantaged.

The childminder has a good capacity to maintain her continuous future improvement. She assesses and evaluates her practice and provision thoroughly. She has an accurate awareness of the strengths of her provision and her plans for improvement are well targeted. She is committed towards improving her childcare knowledge to keep herself up to date with recommended practice. Engagement with parents is good. Two-way communication is actively encouraged through verbal discussions and use of a contact book system to tell parents about the activities their child has taken part in. The childminder regularly consults with parents regarding the service she provides. Parents are highly complementary about the childminder's provision, praising the wide range of activities offered and children's opportunities to attend local groups to enable interaction with the other children. There are currently no children on roll who attend other settings or need support from other agencies. The childminder describes a good process to build links and work in partnership with any other settings if the need arises.

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

Children show that they are settled, comfortable and enjoy being with childminder in the homely environment. They have good relationships with the childminder and display a strong sense of belonging and security. The toddlers are excited as they play with brightly coloured cars and trucks or the sorting cube. They have access to a range of good quality equipment and they play with familiar toys and join in activities which they really enjoy, such as dancing to music or football. Children love to explore and investigate the toys available to them and experiment in using them in different ways. However, the activities and resources do not offer sufficient opportunities for them to fully explore and access tactile experiences to develop their senses. Children are offered reassurance and cuddles by the childminder and she is aware of their signs of shyness, hunger and tiredness. For example, they look for support from her when strangers are present. Children seek comfort as they nestle into the childminder which helps them develop a feeling of safety.

Children choose a book from the good selection which is readily available. Together with the childminder they sit and point to objects that are familiar to them in the illustrations. The children listen to and enjoy the rhythmic pattern of the story. The childminder introduces new vocabulary and encourages children's developing communication skills. The childminder makes good use of unplanned situations as she successfully links the story to an adult-led activity. For example, she provides pencils and paper so that children can make marks as they colour the picture of Father Christmas, as seen in the story. The children enjoy nursery rhymes and learn the sequencing of numbers, joining in counting and knowing that number two comes after one.

Information about children's routines and developmental starting points is obtained from parents and this information is used effectively to devise the planning of activities. The childminder consistently uses information gathered from parents on a daily basis to support the individual needs of every child. She makes observations of the children to assess their progress towards the early learning goals of the Early Years Foundation Stage and identifies the next stage for their development. She is continuing to develop systems to promote child-initiated and adult-led activities in order to cover all areas of learning fully.

The very young children's health, physical and dietary requirements are well met. They are provided with healthy snacks and the childminder talks to them about the benefits of healthy eating. Children's independence is encouraged as they learn to peel and separate an orange at snack time. Drinks are regularly offered and children can easily help themselves to their cups if they feel thirsty. Children learn good hygiene practice through the daily routine. They also learn about keeping safe in the home and road safety. The childminder discusses how to keep safe when they cross the road during outings. As a result, many aspects of children's safety are promoted both inside and outside the home. The childminder supports children's understanding of environmental issues as they recycle unwanted items into different bins. Children have daily opportunities for physical play outside in the

garden or at local parks where they use challenging equipment safely. This provides children with plenty of fresh air and exercise.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

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:

- 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) 22/12/2011
- develop 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))(also applies to the voluntary part of the Childcare Register) 22/12/2011

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 Childcare Register in relation to the safeguarding child protection policy. (Arrangements for safeguarding children) 22/12/2011
- take action as specified in the Childcare Register in relation to the procedure for dealing with concerns and complaints. (Procedures for dealing with complaints) 22/12/2011