

## Inspection report for early years provision

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<b>Unique reference number</b>	EY427905
<b>Inspection date</b>	16/12/2011
<b>Inspector</b>	Jane Wakelen

<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 was registered in 2011. She lives with her partner and two children in Gillingham, in Kent. The whole of the house is available for use when caring for children, including an upstairs bathroom and bedrooms . There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time, of these no more than three may be in the early years age group. She is currently minding two children in this age range.

The childminder drives and walks to local schools to take and collect children.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children are settled and reflect a feeling of security in the care of the childminder. She has a sound understanding of the requirements of the Early Years Foundation Stage to promote children's learning and development. However, the childminder has not yet fully implemented her system regarding observation, assessment and planning to ensure all areas of learning are given equal consideration. The parents have a good relationship with the childminder and the two-way sharing of information supports the continuity of care for the children. The childminder has started to reflect on her practice to monitor the effectiveness of her provision. She has identified areas to develop and maintain continuous improvement.

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

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

- further develop the system of observation, assessment and planning to identify children's next steps in their learning, ensuring all six areas are given equal consideration
- provide an environment that supports every child's learning through planned experiences and activities that are challenging but achievable.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a good understanding about safeguarding children and understands the procedures to follow if she has any concerns about children in her care. An effective written policy is in place and she shares this and the complaints policy with parents, to keep them informed of the childminder's role and

responsibilities. The childminder demonstrates a responsible attitude to ensuring her home, garden and any outings are safe for children, through accurate risk assessments. She holds a current first aid certificate and obtains permission from parents to seek emergency medical advice or treatment protecting children in the event of an accident. All the relevant members of her household have had suitability checks carried out to provide a safe, secure environment for children.

Resources are in good condition with the majority easily accessible in a storage box and storage cupboard. The childminder ensures some toys are pre-selected for the arrival of the children, taking into account their likes and interests. However, due to the childminder still developing the planning system the resources are not used to their full potential to support children's learning. The childminder provides some positive images of diversity through books and small-world figures, supporting children's knowledge and understanding. All children are able to feel welcome in the childminder's home and the childminder meets their individual needs in partnership with the parents. Settling-in sessions enable children to feel safe and secure in the childminder's care.

The childminder actively promotes the partnership with parents. She understands the importance of sharing information to meet children's needs. She obtains information from the parents to gain a clear understanding of each child, helping to support the child in their development. Parents can communicate and contact the childminder in a variety of ways, such as e-mail or text enabling good two-way communication. The childminder seeks parent's views both verbally and through written statements to support the development of her service. A daily diary enables the childminder to inform parents about their child's daily routine and activities. They are able to contribute any comments to this and have free access to their child's assessment files, although these are still in their infancy. The childminder shares all the policies and procedures with parents and she obtains written consent for aspects of care to promote children's welfare needs.

The childminder has not fully implemented a system of self-evaluation, although she has started to identify the areas she needs to develop. She undertakes an informal monitoring of her practice and has identified her personal training needs to fully support children's well-being. These appropriate monitoring systems enable her to make suitable continuous improvements in the care and learning of children..

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

The childminder has a sound knowledge of the learning and development and welfare requirements and guidance for the Early Years Foundation Stage. She is developing her practice to find activities that keep children's interest and concentration, whilst utilising her different resources. The childminder takes into account children's interests when she chooses resources, although she has not fully identified their individual learning requirements. Children appear happy and settled in the childminder's care. They reflect a feeling of security as they move

around confidently in the childminder's home, making some choices about the activities and resources they play with. Children can choose from the small-world characters, with the road work signs, reflecting the workmen they watch through the window. They have access to mark-making resources and books, using a variety of mediums. Box games with jigsaws are easily accessible and children are beginning to explore their environment, posting small marbles through the holes in the storage boxes. They enjoy opportunities to use the play dough, moulding and shaping it whilst developing their fine physical skills. The childminder actively supports children's learning through open-ended questioning.

Children have good opportunities to learn about a healthy lifestyle. They learn the importance of hygiene routines, washing their hands before eating and after playing in the garden. The childminder further supports this by implementing good hygiene routines when changing nappies to prevent cross-infection. Children receive a range of healthy snacks and meals and have constant access to their drinks, encouraging them to remain well-hydrated. The childminder has a good understanding about what constitutes a balanced diet and is familiar with children's likes and dislikes. She talks to the children about healthy eating and the importance of regular exercise and fresh air, supporting their understanding.

Children learn about keeping themselves safe when using the stairs by holding onto the hand rail. They learn why they must not climb on the chairs in the lounge or to jump from the stairs. Children are secure and develop a sense of belonging at the childminder's home. House rules are in writing for the older children and pictorial for the younger children, thus enabling them to understand boundaries and rules. Children receive praise and encouragement from the childminder, further supporting their understanding of acceptable behaviour. The childminder has implemented a flexible timetable for the day, but allows care routines, such as meal times and sleep times to remain fairly static. This enables children to gain a sense of time and feel secure in the organised routines. Children are beginning to build relationships with other children and the childminder, learning to share the toys and take turns. They are beginning to gain an understanding about diversity through activities and experiences they participate in, using an adequate range of toys.

Children generally make satisfactory progress in communicating, literacy, numeracy and skills relating to information and communication technology. They have opportunities to play independently or alongside their peers, developing their communication skills. The childminder further supports children's literacy development through access to books and visits to the library. Children have opportunities to socialise at toddler groups, schools and nurseries enabling them to learn about their local community. Overall, children generally secure the skills they require in order to progress in their learning.

## 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	2
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	2

### 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

<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	2
The extent to which children adopt healthy lifestyles	2
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