

## Inspection report for early years provision

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<b>Unique reference number</b>	EY429051
<b>Inspection date</b>	10/01/2012
<b>Inspector</b>	Justine George

<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.

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 re-registered in 2011. She lives with her husband in Northfleet, near Gravesend, Kent. All areas of the property are registered for childminding purposes, although generally the ground floor is used for play activities. There is supervised access to the first floor bathroom and there is also an outside toilet. There is a fully enclosed garden for outside play. The family has one cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children at any one time, three of whom may be in the early years age group. She is currently caring for two children in the early years age range, both on a part time basis. The childminder walks or drives to local schools to take and collect children.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder meets the general needs of children appropriately, and they partake in a variety of experiences to make suitable progress towards the early learning goals. However, planning does not currently incorporate and interconnect the different areas of learning. The childminder is beginning to strengthen partnerships with practitioners where children attend, and most of the required documentation is in place to help ensure children's safety and well-being overall. However, she does not currently ensure all essential information to promote children's welfare meets legal requirements. The childminder has basic self-assessment systems in place which identify some strengths and areas for development, demonstrating her capacity to suitably drive some improvement and to enhance outcomes for children.

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

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

- ensure parents are provided with information about the complaints procedure (Safeguarding and promoting children's welfare) 29/02/2012
- obtain prior written permission for each and every medicine from parents before any medication is given (Promoting good health) 29/02/2012
- ensure the daily record of the names of the children looked after on the premises includes their hours of attendance (Documentation)(also applies to both parts of the Childcare Register) 29/02/2012

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

- develop partnership work with other practitioners where children attend, sharing relevant information to promote effective continuity and progression
- develop planning so activities and experiences reflect the different areas of learning and so they are equally important and inter-connected
- use observation to decide where children are in their learning and development and to plan what to do to support children in making progress.

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

The childminder has appropriate systems in place to ensure the safety of children. All adults in the home hold suitable checks and the childminder supervises children at all times. The childminder has sound knowledge of child protection safeguarding concerns. There is a simple written policy in place to inform parents of her responsibilities to refer any concerns, which helps to ensure the protection of any vulnerable children. The childminder meets the daily needs of children well overall. She is aware of most of their health needs and has most of the required documentation in place. However, there is no clear procedure in place for administering children's medication. In addition, parents have not given their written consent for the childminder to administer medication. This does not fully ensure that children are cared for in line with parent's wishes. This is a breach of welfare requirements that could compromise children's health. In addition, the childminder does not share information regarding the complaints procedure with parents. Furthermore, the attendance record does not clearly state the hours children attend. As a result, it is not clear when children are with the childminder. These are also breaches of the welfare requirements. Despite these unmet requirements, premises are safe and secure and the childminder has current first aid training. As a result, children are protected in the event of an accident.

Equality and diversity is satisfactorily promoted in the setting. Children have a suitable range of toys which are deployed effectively. Children know what is available and they request toys and books, developing their play ideas. Toys depict images of culture and children visit places of interest in the community. Children also learn about diversity as they watch specific television programmes. As a result, they explore different forms of communication, for example, sign language. The childminder has developed positive relationships with parents. Verbal communication takes place on a regular basis and the childminder shares information about children's wellbeing and experiences. The childminder is beginning to develop relationships with other practitioners where children attend different settings. Messages are passed between parents and staff. However, the childminder has yet to find out about children's learning experiences or individual areas for development to fully support them.

The childminder demonstrates a capacity to drive improvement. She has attended the required level of training and is aware of childcare developments. She liaises

with colleagues to share ideas and plans to attend training to ensure her knowledge reflects current practice. The childminder has identified some strengths of her practice. In addition, she recognises the need to improve in some areas, for example, improving the quality of documentation. However, the childminder has yet to take steps to secure such improvement.

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

Children make satisfactory progress in their learning and are developing skills for the future. The childminder recognises their interests and provides real opportunities to develop interests further. For example, when children show a preference in playing and observing different vehicles, the childminder takes them to watch the boats or travel on a train into London. When they return, children often enjoy drawing pictures of their experiences. The childminder engages with children, joining in with their play and offering support. However, the childminder does not yet plan experiences to cover and link the different areas of learning. As a result, the childminder focuses questions and ideas around specific concepts of colour and number, which lacks variety, interest and challenge. The childminder is able to share information to demonstrate some of the progress children make. For example, through using large climbing equipment, children show increased confidence and need less support. Furthermore, children practise their skills and can now complete a challenging inset puzzle, using shape and place recognition. However, the progress children are making overall is not clear, nor are the next steps the childminder plans to support children's learning and development. This is because the childminder does not have secure evidence to support this aspect of children's development.

Most features of children's health are well promoted. They enjoy active play where they regularly visit local parks to use the play equipment, developing their physical skills. The childminder is aware of their dietary needs and provides meals using fresh produce. The childminder's home is clean and the provision of soap and clean towels helps to minimise the spread of infection. In addition, should children become unwell, there are effective procedures in place to request that children stay at home with their parents.

Children feel safe and the childminder supports them in making a positive contribution. Children have clearly developed a warm relationship with the childminder where they seek cuddles and show they are confident in her home. Children receive effective support in learning about safety and show great levels of independence. For example, they are clear of the rule to sit on the step when adults are in the kitchen as items get hot. Children sit down of their own accord to drink a cup of tea and they put their cup by the sink when finished. Children demonstrate their understanding of good manners which they use without reminders at appropriate times. As a result, children are developing respectful attitudes and good moral development. Children help to tidy away, keeping themselves safe and learning about managing space. They play at a table and when they have finished, putting toys away before getting more out. Children learn

about people who help us in the community. They play with the fire station and a fire fighter, learning about the wider world as they develop their imagination.

## 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	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
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 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:

- implement a written statement of the 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). 29/02/2012
- take action as specified in the early years section of the report (Records to be kept) 29/02/2012

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 in the early years section of the report (Records to be kept) 29/02/2012
- take action as specified for the compulsory part of the Childcare Register (Procedures for dealing with complaints) 29/02/2012