

Inspection report for early years provision

Unique reference number	EY246639
Inspection date	19/01/2012
Inspector	Cilla Mullane
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 was registered in 2003. She lives with her partner and three children in Herne Bay, Kent. The whole ground floor of the childminder's house is used for childminding, and upstairs for sleeping. There is a toilet on the ground floor. Children have access to a fully enclosed garden for outside play. The family has a rabbit and guinea pigs.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children aged under eight years at any one time, two of whom may be in the early years age range. She is currently caring for four part-time children in the early years age range, some of whom attend school on a full-time basis. She also cares for three older children on a part-time basis.

The childminder drives to local schools to take and collect children. She takes children to local parent and toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder, who has recently resumed work after a break, provides a very happy and loving environment for children. Their welfare is generally promoted to a satisfactory extent but the childminder does not meet all legal requirements set to safeguard children's health. The promotion of children's social and emotional development is a strength, and they show that they feel very secure and valued as individuals. A limited range of toys are set out according to children's interests, but others are not readily available to improve choice and challenge. Parents' views are respected, and they are kept informed of their children's activities. The childminder has identified priorities for the development of her service, such as improving her planning of activities to meet each child's needs, but plans have yet to have an impact.

What steps need to be taken to improve provision further?

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

- request parental permission to the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 09/02/2012
- complete an appropriate paediatric first aid course that 29/02/2012

is approved by the local authority (Suitable people)
(also applies to both parts of the Childcare Register).

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

- use systematic observations and assessments of children's achievements, interests and learning styles to plan challenging, relevant and motivating play experiences for each child indoors and out, across all areas of learning and development
- improve the children's play environment to enable them to choose their own toys and activities, and initiate their own play
- develop further 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 has just returned to childminding after a long break, and she has begun to reorganise her provision according to current guidance and requirements. Her first aid qualification is out of date but she has booked training for the near future. Also, she does not request parents' permission to seek emergency medical treatment or advice. These are both breaches of the requirements of the Early Years Foundation Stage framework. The childminder has updated her risk assessments since returning to work, and her records show that she has taken suitable action to minimise potential hazards, so children can move around safely. She has also specifically considered the safety of children of different ages. For example, she has risk assessed activities for the youngest children, and has concluded that toddlers are safest joining in messy and painting activities on the floor, rather than at the table.

Children benefit from a clean and warm environment, where they have access to toys which the childminder knows will interest them. They are therefore occupied and stimulated to a satisfactory extent. However, free choice and suitable challenge are limited, as children are not offered a wide range of resources to support their play and learning across all areas of their development.

Children gain an understanding of their local community and see a variety of people, as outings are frequent and varied. Older children learn about the wider world through craft activities linked to various celebrations, such as Chinese New Year. The childminder has a basic knowledge of baby sign language, which enables her to meet the individual needs of the youngest or less articulate children, for example, by encouraging them to sign when they want more food.

The childminder has a realistic view of her strengths and areas where she needs to develop, but self-evaluation has not yet resulted in improvements to outcomes for children. For example, she has set herself challenging targets such as increasing

her knowledge of using sign language with babies, but has yet to implement this.

Parents receive information about their child's day in a daily diary, so they are kept informed about important aspects such as food, activities and achievements. They are happy with the service provided, especially regarding how well their children have settled. They appreciate the good variety of outings, safety equipment and home-cooked food. There are currently no children on roll who need support from other agencies. However, the childminder is aware of the need to work in partnership if the need arises. Some of the children attend school. The childminder attends school events and passes on information about activities to parents, which helps to promote continuity of care. She also photographs children's art work displayed in the school, so parents can share their achievements.

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

Children make satisfactory progress in their learning and enjoy their play. The childminder's interaction with them is supportive and positive, and children respond to her kindness and encouragement. Children's coordination improves as they pick up a ball rolled by the childminder, and laugh delightedly. They begin to solve problems, working out how to make interesting sounds by pushing buttons on the activity centre. They become excited, vocalising enthusiastically as the childminder rocks them on the rocking horse. The childminder observes children's interests and abilities, but does not use her observations to help her identify the next steps in children's learning and to plan motivating learning experiences for each child.

Young children feel extremely safe and valued due to the childminder's affectionate and caring attitude. They show they feel safe and secure, putting their arms up to be lifted, snuggling into her lap and making eye contact as they take their bottle. Sensitive settling-in periods help children to gain confidence and feel settled. Children bring comforters from home, and the childminder is quick to offer these when children feel sleepy or upset. Frequent smiles and laughter show that the childminder and the children are delighted with each other's company.

Toddlers already show positive attitudes to learning. They explore their surroundings confidently, making some choices from the toys. They vocalise continually, imitating what the childminder says. They respond to praise and gain confidence from children's encouragement. Young children are happy and at ease, showing that their physical needs are met. The childminder gently encourages them to walk by holding out her arms to welcome and praise them. They develop coordination and balance as the childminder supports them on a rocking horse. Overall, children's physical and dietary needs are adequately met.

Some of the minded children are still in the early years age range, but attend school. The childminder ensures that she provides enjoyable craft activities which

complement the structured day at school, interest children, and give them the opportunity to unwind and relax.

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	2
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 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:

- take action as specified in the early years part of the report (Welfare of the children being cared for) 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 part of the report (Welfare of the children being cared for) 29/02/2012