

Inspection report for early years provision

Unique reference number	EY358191
Inspection date	24/04/2012
Inspector	Jane Wakelen

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 2007. She lives with her husband and four children in Sittingbourne, Kent. The whole ground floor of the childminder's house is used for childminding, along with one bedroom upstairs for children to sleep and the bathroom. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding three children in the early years age range. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

She attends the local toddler groups and other local amenities. The childminder is accredited and therefore able to provide funded early education for three and four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good knowledge of the Early Years Foundation Stage which enables children to make good progress in their learning and development overall. Children demonstrate a feeling of security and are well settled within the childminder's care. She develops very good relationships with the parents, keeping them well informed about their children's daily activities. The childminder has the majority of the required records and consents in place, although she is not currently meeting all the legal requirements relating to documentation. The childminder uses an effective system of self-evaluation, identifying her strengths and areas to improve. She is committed to providing a stimulating, caring environment for children through her ambitious targets for continuous improvement.

What steps need to be taken to improve provision further?

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

- obtain written parental permission to seek any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 11/05/2012

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

- strengthen the positive impressions children have of their own cultures and faiths, and those of others, by sharing and celebrating a range of practices

and special events.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding about protecting children and helping to safeguard them whilst in her care. She has a written policy in place and actively shares this with the parents, keeping them fully informed of her role and responsibilities. She has most of the necessary paperwork in place and understands the importance of updating her training on a regular basis. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies. Children play in a safe environment, both indoors and in the garden due to the childminder's effective risk assessments, although the record does not currently show how she deals with identified hazards. The childminder holds a current first aid certificate and updates her training on a regular basis, which provides her with the skills to treat children's minor accidents and illnesses. The childminder obtains many written consents for aspects of children's care from the parents. However, she does not obtain written permission from parents to be able to seek emergency medical advice or treatment for children if necessary, which breaches a statutory requirement.

Children have access to an excellent range of resources, all of which are easily accessible. The furniture, equipment and resources are of high quality and suitable for the ages of children to support their learning and development. This ensures an inviting, child-friendly environment where children are able to move around freely. Children are able to thrive in the setting because the childminder constantly reviews her home and resources to provide for the children attending. All children are treated as individuals because the childminder places strong emphasis on encouraging children to value each other. She provides a good range of toys that reflect positive images of different cultures, including books, small world characters and puzzles. The childminder has a good knowledge of each child's backgrounds and needs. However, she has not fully developed a programme for children to learn about celebrations and events from a variety of different cultures.

Partnerships with parents are very good. The childminder understands the importance of children's primary carer and actively seeks parents' views and suggestions through questionnaires and verbal feedback. Parents are very well informed about all aspects of their own children's achievement, well-being and development. They are invited to write comments in the daily contact book, which contains accurate information about their child and their daily care needs. A file with extensive information is shared with parents to ensure they are aware of the care the childminder provides and her legal responsibilities. Children's development records contain written observations and photographs that provide a lovely record for parents to view and monitor their child's progress. Systems to work in partnership with other providers are positive, enabling the sharing of information to meet the children's individual needs.

The childminder is clearly focused on providing a good quality care provision which improves outcomes for children. She uses an effective system of self-evaluation to

identify her strengths and areas for development across all areas of her service. As she constantly evaluates and monitors her provision, the childminder is able to set ambitious targets for future development. Therefore, she clearly demonstrates her ability and commitment to sustain continuous improvement.

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

Children are settled and arrive happily at the childminder's home. They are familiar with their surroundings and confidently help themselves to toys and resources from around the play room. The childminder enables children to make choices and supports them in their play, for example, helping them to build the train track or match the shapes in the puzzle. Planning is flexible and led by the children's needs, interests and next steps from observations. The childminder has a good knowledge of the learning and development requirements. She uses this knowledge to help children make good progress across the six areas of learning.

The extensive variety of resources provide children with choices from small world characters, imaginary play, books, puzzles and arts and crafts. All trays are labelled with words and pictures enabling children to begin to recognise familiar words and learn where the toys are kept. Children have fun building with the bricks, making garages or building the train track and learning how this moves when the driver is added. They have fun recognising shapes in the jigsaw and follow this up with a search and stick, shape activity. Outdoors provides children with a good space to run around, develop their imagination and extend their physical skills.

Children learn about healthy eating through discussion and playing games to learn which foods are good for them and which might cause a tummy ache. They receive a variety of healthy options, although children not always shown a choice of different foods to select from. Drinks are freely accessible and children are confident to ask for more. Hygiene routines are encouraged, for example, washing hands before snack time and after using the toilet. Each child has their own hand towel, which is colour coded to help with identification. This system helps to prevent cross infection. Nappy changing is a positive experience for children, with the childminder following careful hygiene procedures to protect children's well-being.

Children learn about keeping themselves safe, both indoors and outdoors. The childminder talks to the children about road safety when on outings. Children are encouraged to hold onto the buggy or the older children to hold hands with the little ones. They learn how to behave well and be kind to each other, sharing and taking turns with the toys. Young children learn to negotiate the step from the play room into the kitchen, understanding the need to hold on for support. Safety measures, such as locks on cupboards and the stair gate on the bottom of the stairs all help to provide a safer environment.

Children learn to play well together treating each other with respect. They receive praise and encouragement from the childminder, who knows each child well and

values them. Children develop skills for their future, developing their numeracy skills through counting, shape recognition and using mathematical language in their play. They value books and enjoy stories with the childminder, who extends their language and communication skills well. There is good range of toys to promote children's developing skills in technology, which support their growing understanding of cause and effect.

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	1
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	2
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: Met

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