

Inspection report for early years provision

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Inspection date	16/07/2012
Inspector	Claire Parnell
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.

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Description of the childminding

The childminder registered in 2012. She lives with her husband and two young children. The family lives in a ground floor flat in a residential area of South Willesborough, Ashford, Kent. Main areas used for childminding include the lounge, dining area, hallway, bedroom and bathroom. The childminder does not have a garden but uses local outside areas for physical play. 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 four children under eight, one of whom can be in the early years age range. She currently cares for one child in the early years age range on a part time basis, as well as older children out of school hours.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides an adequate care and learning provision for children in the Early Years. Children are making sufficient progress within the Early Years Foundation Stage, although problem solving, reasoning and numeracy receive less attention than other areas of learning for younger children. The childminder is developing sound relationships with the parents through appropriate policies and procedures but does not always use the information from parents effectively to support children's ongoing development. The childminder has a clear understanding of the importance of working alongside other settings and professionals involved in the care of children to promote continuity. She has an emerging understanding of self evaluation and can identify some strengths and areas for improvement in her service for children and families.

What steps need to be taken to improve provision further?

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

- utilise incidental learning to support problem solving, reasoning and numeracy, particularly for younger children and use this information to inform planning and observational achievements
- develop systems of self evaluation to chart improvements for children and their families
- improve the use of information from parents, particularly children's starting points, to contribute towards their ongoing progress.

The effectiveness of leadership and management of the early years provision

The childminder actively promotes good levels of safeguarding for children. She has an accurate understanding of the procedures to follow if she has concerns about children in her care. All policies and procedures strongly reflect the ongoing welfare of children. The childminder's risk assessment covers all areas of the house and local outside areas that she uses frequently. These risk assessment are maintained regularly to demonstrate her commitment to keeping children continuously safe. Children receive positive messages about safety, which are confidently demonstrated by older children when making younger children's play safe. For example, the children are mindful that young babies need a cushion behind them in case they topple. Documentation such as attendance, accidents and medication are carefully and accurately recorded and used effectively to promote children's ongoing welfare. The childminder has a developing understanding of how to evaluate her service and its strengths and weaknesses. There are inconsistencies in how she maintains this, however, and this impacts on outcomes for children in some areas. She has attended two training courses covering the new framework, demonstrating a commitment to better her service.

Children have access to an adequate range of resources, equipment and activities to promote their age and stage of learning and are generally challenged well. The childminder actively provides experiences to keep children engaged and interested. Most activities are pre-selected with a few accessible to children in the lounge. The childminder states that she encourages older children, including those in the early years age range, to talk about the activities they would like for the following day. She gains information about children's background on settling and is aware of their individual needs.. The childminder has some resources that reflect positive images of the wider world but also encourages children to ask questions about people's differences and answers these positively.

The childminder does not currently have any links with other professionals or settings with regard to minded children but is aware of the importance of liaising to promote continuity of care and learning. The childminder is developing close working relationships with parents and engaging them in the daily care of their children. Parents have access to a daily diary and make comments about their children's progress at home. However, the childminder does not take these into account when planning for children's next steps. Parents are provided with professional policies and procedures that are updated to keep them informed of the childminder's service.

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

Children are making suitable progress overall within the Early Years Foundation Stage. They settle quickly into their own routine because the childminder recognises the importance of continuity for children, especially babies. Children

confidently show emotion towards the childminder and her family due to the relaxed and welcoming atmosphere. Babies show intrigue and excitement when offered new experiences such as a balloon, squeezing it tightly and feeling it with their mouths, exploring the texture, smells and sound. This is also apparent when babies explore soft toys, holding it closely to their face and using their mouth to experience how it feels. The childminder talks reassuringly and comfortingly to babies and they respond with babbles and close eye contact, watching the childminder wherever she goes. They are confident to express themselves through shrieks and squeals when they are excited or when they realise that it is lunch time. The childminder helps babies to test their strength and try new physical skills. She encourages babies to use their legs to support themselves by bouncing them on their feet, encouraging babies to bounce themselves and by offering resources such as a door bouncer. All these activities help to support children's skills for the future. The childminder does encourage problem solving, reasoning and numeracy skills at a young age but does not include incidental activities, for example at lunch time, as evidence of their achievements in this area.

The childminder has a simple but effective system to record children's achievements and uses this to plan for their next step of development. The observations are linked overall to ages and stages of development within the six areas of learning, although there are no observations to date with regard to problem solving, reasoning and numeracy. The childminder discusses children's starting points with parents when they start but these are not actively used to inform the planning for future progress.

Children's health and wellbeing is promoted appropriately. Although the childminder does not have an outside area at her house she uses the local amenities in a positive way. Children explore the use of outdoor equipment and babies are introduced to slides and swings at an early age. This encourages movement and access to fresh air, where babies tend to fall asleep. Children are able to use the large spaces nearby, such as nature walks to explore their outdoor environment. They have access to fresh drinks throughout the day within their own drinking vessel, leading to independent drinking. The childminder asks parents to provide food and drink and has an awareness of dietary requirements through her documentation. She provides a clean and hygienic environment for children's play, wiping surfaces down with sprays and using bibs to prevent children from soiling their clothes. Children receive plentiful praise and encouragement with an emphasis on positive reinforcement for children of all ages. Older children are expected to act as positive role models for younger ones and all children are encouraged to use good manners.

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