

Inspection report for early years provision

Unique reference number	EY418509
Inspection date	28/08/2012
Inspector	Jan White

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 2010. She lives with her husband and three children in Hoo, Rochester, Kent. There are two other adults and one child who also live at the childminder's house. The whole ground floor is used for childminding and there is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has a dog and a cat. There are fish in the garden pond. The childminder is registered to care for a maximum of four children under eight years at any one time; of these, two children may be in the early years age range. She is currently caring for one child in this age group. She also offers care to children aged over eight years to 11 years. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of children's individual needs. She effectively plans activities to aid children's future learning and to reflect their interests. Overall, most written permissions are obtained. Children are progressing given their starting points and most systems work successfully to promote children's learning and development. The childminder actively works in partnership with parents and is aware of the need to work together with other professionals, as required. The childminder is motivated and responds successfully to the needs of the children and parents. She demonstrates a good capacity 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 permission for each and every medicine, 14/09/2012
from parents, before administering medication to
children. (Safeguarding and promoting children's
welfare)

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

- improve the system to make sure that children's next steps are consistently identified and used in leading future planning.

The effectiveness of leadership and management of the early years provision

The childminder has an effective understanding of her role in child protection matters. She has a good knowledge of safeguarding procedures to follow in the event of any concerns about a child's well-being. The childminder has attended first aid training so that children benefit from appropriate care following an injury. Documentation is successfully maintained for the safe and efficient management of her provision. For example, thorough risk assessments are regularly carried out and reviewed for the home environment and for each specific outing. As a result, any potential safety hazard is identified and minimised. The childminder has an effective emergency evacuation procedure which is practised to familiarise the children with this safety action.

Parents provide most of the relevant written permissions, such as taking children on outings or to seek emergency medical treatment or advice. However, the childminder has not obtained written permission for each and every medicine from parents before administering medication. This is a legal welfare requirement. Engagement with parents is good and they comment on the activities and the progress their child has made in the childminder's care. They are kept informed through verbal discussions and also through their child's learning and development records. There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in partnership with any other settings if the need arises.

The childminder has a good understanding of equal opportunities. Children's background needs are discussed with parents. Their individual background is valued and all children are treated with equal regard. Every family is supported according to their particular circumstance and no child is disadvantaged. The childminder supports children's understanding of equality in the daily activities and through positive images of diversity. In addition, she is developing flash cards in pictures and dual language words.

The childminder identifies the strengths of her provision and has a good capacity to maintain continuous future improvement. Self-evaluation is effectively used to assess her practice and to develop plans for potential improvements. The childminder is committed to keeping herself up-to-date with recommended childcare practices. The resources are deployed well to meet the needs of each child's age and stage of development. Children are involved in routine experiences as they play and learn together choosing their preferred activities. The childminder successfully makes good use of time and resources to support children's learning and development. She continues to develop her systems to make sure resources and the environment are sustainable.

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

Children show that they are settled and comfortable in a homely environment. They seek comfort and look for support from her when strangers are present. Children are offered reassurance and cuddles and the childminder is aware of their signs of shyness and tiredness. They display a sense of belonging as the childminder helps them to develop a feeling of security. Children learn good hygiene practices through the daily routine. Drinks are regularly offered and children can easily help themselves to their bottle or beaker if they feel thirsty. Children learn about keeping safe in the home and when out walking. The childminder discusses how to keep safe as they cross the road or by practising the fire evacuation drill. This means that many aspects of children's safety are promoted both inside and outside the home.

Children are making positive improvements in many areas of their learning. Parents provide details about children's routines and abilities which are successfully used as part of the baseline assessment. Children's observations are noted by the childminder and used to assess their progress towards the early learning goals. However, the learning priorities and next steps for the children are not always fully identified. The childminder has a good knowledge of the Early Years Foundation Stage requirements and she is continuing to develop systems to promote child-initiated and adult-led activities in order to cover all areas of learning fully.

Children's creativity is fostered and their particular interests are consistently used to support their learning. They play with familiar toys and have access to a range of good quality equipment including some resources reflecting diversity. Most resources are organised and stored to support and promote children's self-selection. Children are enthusiastic as they explore and investigate the toys and experiment using them in different ways. For example, they are excited as they play with brightly coloured stacking hoops or posting shapes into a sorting cube. The childminder consistently links children's individual ideas by asking questions which supports them as they develop reasoning skills. Subsequently, children are engaged in many problem-solving activities. They develop confidence and good skills for the future.

Children learn to share and take turns when using resources. They are encouraged to develop good social and communication skills. Children's understanding of the world around them and the importance of recycling is promoted. They separate waste items into different containers or sometimes reuse waste products in their art and craft activities. Children's understanding about aspects of environmental issues is promoted through the daily activities. Children have many occasions to be active to develop their physical skills and agility. They are frequently taken to local parks or play areas where they use challenging equipment safely. This means that children are provided with plenty of fresh air and exercise. Through these activities they gain an understanding of a healthy lifestyle to consistently promote their future well-being.

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	2
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	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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