

Inspection report for early years provision

Unique reference number	EY376585
Inspection date	20/01/2009
Inspector	Janette Mary 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2008. She lives with her husband and one preschool child in Chatham, Kent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of three children at any one time and is currently minding two. Both are within the Early Years Foundation Stage (EYFS). The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has a cat. The premises are not suitable for wheelchair users. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The effective knowledge of each child's individual needs ensures that the childminder successfully promotes all aspects of children's welfare and learning. A balance of both adult-led and child-initiated play through planned activities is not yet fully established. The partnership with parents and others successfully contributes to ensuring that the needs of all children are met. Children make good progress as the childminder gathers a broad range of information, such as their abilities and starting points. Children are safe, secure and settle well, although the evacuation drills are not yet frequent enough to encourage and support children's understanding. They make themselves at home and enjoy learning about their local area and the world around them. The childminder has a good range of policies and procedures and she effectively uses self-evaluation to ensure that future development is promptly identified and acted upon in order to meet the needs of all the children and parents.

What steps need to be taken to improve provision further?

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

- improve children's understanding of evacuation drills by carrying these out on a regular basis.
- develop more opportunities for children to experience a balanced range of both adult-led or child-initiated activities.

The leadership and management of the early years provision

The childminder keeps herself up-to-date on childcare courses and has a competent understanding of her role. She is familiar with the statutory welfare, learning and development requirements and uses self-evaluation, and takes this into account when considering her continuous improvement. The childminder organises and produces a range of play plans to consider children's starting points and abilities. Nevertheless, the planned activities are not yet fully established to

provide a balance of both adult-led and child-initiated activities. The childminder makes sure parents complete the required written permissions and she has an up-to-date first aid certificate to ensure that children receive appropriate care in the event of any health emergency. She regularly carries out risk assessments indoors, outside and on outings to ensure children's safety. For example, safety gates are in place, although first aid equipment is not always taken when on outings.

Children's health and well-being are successfully promoted through the effective daily routines. For example, through good hygiene practices and a range of healthy food choices. The childminder works together with the parents and has good links with other agencies, such as the local school. She is motivated and organises her documentation and provides parents with copies of her policies and procedures, such as equal opportunities, behaviour management, complaints and child protection. The childminder maintains comprehensive records of all accidents. For example, details are recorded and parents acknowledge the injury, and they also receive a copy. There are effective systems to record medication and prior written permission is obtained. The childminder demonstrates a good understanding of child protection and her policy has all the relevant details of the agencies to be contacted. She has a competent knowledge of the signs and symptoms of abuse to make sure children are safeguarded.

The quality and standards of the early years provision

Children's safety is frequently considered because the childminder actively conducts risk assessments on all areas used by the children, including any risks when on outings. The childminder has a precise and detailed procedure for evacuating the premises in an emergency. However, the frequency of evacuation drills does not sufficiently develop children understanding of what to do in an emergency. The childminder consistently gathers information relating to the child's individual background needs including their starting points, capabilities, religion and home language. Children confidently ask for their favourite activities or resources, such as art and craft. They eagerly take part in messy play and the childminder reminds them to wear an apron to protect their school clothes. Children are excited as they begin to mix the paints together creating different colours for their picture. Their artwork is displayed and taken home for parents.

The childminder successfully promotes children's individual ideas by asking questions which encourages them to solve problems. For example, how they are going to play the large board game on the floor. The childminder is well organised and children are enthusiastic about making decisions as they choose from the easily accessible resources. For example, as they pick out building blocks or large sized board games. The childminder successfully adapts activities to meet each child's individual needs so they learn at their own pace. This encourages children to make good progress in all areas of development and learning in the Early Years Foundation Stage. Children's daily contact books keep parents informed of their routine and the activities they take part in. In addition, the childminder is extending the observations and assessments to link these to the early learning goals. She evaluates the child's achievement and is developing future activities to plan for their next stage of development.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.