

Inspection report for early years provision

Unique reference number	EY299139
Inspection date	28/10/2009
Inspector	Susan Jennifer Scott

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 2005. She co-minds with another registered childminder. She lives with her husband and three children of school age, in Rainham, Kent. The ground floor of the childminder's house is used for childminding, although the upstairs bedrooms and bathroom are used. 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, three of these may be in the early years age group. When she minds with another childminder, she is registered to care for a total of eight children, six of these may be in the early years age group. She is not registered to provide overnight care. The childminder currently minds a total of up to 23 children under eight years with her co-minder. Fifteen are in the early years age group. All the children attend on a part time basis.

The childminder walks and drives to local schools and pre-schools to take and collect children. The childminder regularly attends a local social group with the children. The childminder welcomes children with special educational needs/and or disabilities. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children receive a good service which is adapted to meet their individual needs. They are safe and secure at all times and the childminder promotes all aspects of their welfare with success. Children benefit from the effective implementation of policies and procedures which support very close relationships with parents. The childminder's partnership with other providers ensures that all children make good progress, given their age, ability and starting points. Consequently, all children enjoy their time with the childminder because she enables them to develop and learn successfully. The childminder evaluates her service and identifies how she intends to develop and promote the welfare of all the children further.

What steps need to be taken to improve provision further?

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

- make available to parents a information that provides details of the procedure to be followed in the event of a child going missing (Safeguarding) 30/11/2009

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

- use systematic observations and assessments of children's achievements,

interests and learning styles in all areas of learning to plan challenging, relevant and motivating play experiences for each child indoors and out, across all areas of learning and development

- review the risk assessment for the equipment and premises both indoors and out

The effectiveness of leadership and management of the early years provision

Children's care and learning is effectively promoted because the childminder has spent time familiarising herself with the Early Years Foundation Stage. She has a clear understanding of her responsibilities to safeguard children's welfare. Excellent partnerships with parents and good procedures to share information with others safeguard all the children who are cared for. Children are protected by the childminder's supervision, well understood procedures and safety measures. However, the review of the record of risk assessments have not been completed recently, although all hazards have been made safe. The childminder has not considered developing a procedure for a lost or missing child as she feels this is unlikely to happen working with her co-minder. This is a breach of a specific legal requirement.

The childminder has completed a level three qualification in early years care and education, and uses this to good effect so that children derive benefits from her expertise. She holds a valid first aid certificate, enabling her to provide appropriate first aid treatment for children in her care. She has also completed a safeguarding workshop, and all the training and information gathered for reference help to ensure her knowledge is current. The childminder is committed to providing a good quality service through ongoing training and building upon the expressed views of parents. She uses her experience and knowledge, gained from a variety of training effectively, delivering an enjoyable and interesting experience for all children. The childminder continuously develops her practice by researching relevant information, such as information about childhood diseases, and uses this to support the care she offers children. There are secure systems in place to evaluate and monitor the service offered to families and their children. A business plan is written each year and improvements have been identified for development. For example, since the previous inspection the childminder has included information in her written service statement regarding child protection and she shares this information with parents.

The childminder ensures resources are available for children and that these are plentiful enough to allow for children's free choices. The childminder shares responsibility successfully when working with her co-minder so that children are constantly supervised and routine tasks, such as making lunch and supporting good hygiene practice, are effectively promoted. This enables all children to be supported well, and the childminder can extend children's enjoyment, play and learning.

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

Children enjoy their play with the childminder who builds upon their understanding successfully; she introduces ideas and vocabulary into the conversations about play. For instance, she comments on the wind blowing hair during a game, using a description and concepts in a way children can understand. Children develop good communication skills through the childminder's conversations with them, and through discussions about their play experiences.

Children's understanding is supported by the childminder's good observation of their interests, and her encouragement of these. All the children experience a gradual settling in process when they visit with their parents, and the childminder observes what they enjoy and the knowledge and skills they have. The childminder assesses each child's development and uses flexible plans to promote progress in their learning. She is competent at extending children's learning and progress through their play. Plans are flexible and take account of the children's interests. There is not yet a clear system for regularly assessing each child's learning in every area of learning and to use this information to underpin plans. However, children do make good progress and are effectively supported by the developmentally appropriate activities and sensitive support they receive.

The childminder takes good steps to keep children safe and teach them an understanding of safety. Emergency evacuations are practised and recorded using the smoke alarms. Use of the stairs and kitchen is under continual review, depending on the ages and behaviour of children. For example, there are no gates used at present when babies and toddlers sleep upstairs because the childminder says when they wake up they do not get out of the cot, but call out to be taken downstairs.

Children are encouraged to develop healthy eating habits and the childminder ensures that food and drinks are enjoyed by them as she takes note of their preferences and serves popular but nutritious food, such as sandwiches and fresh vegetables, for their lunch. Drinks of weak squash are constantly available to children, and snacks are limited to occasional helpings of fruit because the childminder tries to encourage children to eat all their meals. Parents provide information about their children's individual dietary and health needs and the childminder organises her service to meet these needs. The childminder has undertaken specialist training to administer medication to children requiring treatment for anaphylactic shock.

Children benefit from the childminder's skilful participation in their play and her praise and acknowledgment of their skills. They enjoy learning and enthuse about what they have done; for example, they enjoy looking at photographs on the computer and reminisce about the activities and occasions they see. This shows children have happy memories and enjoy the activities. Children's understanding is further supported by the childminder's good comments and questions to encourage their communication skills. For example, the childminder extends the thinking of children who choose to dress up by talking about textiles and asking

how they feel.

Children are encouraged to be active learners and use resources in many ways; for instance, the childminder extends their creative skills by enabling them to paint with brushes, their hands and cotton wool. Children enjoy using varied craft materials and the childminder uses resources well to extend their skills in this, and other areas. They have made a cake in the morning and as soon as it was cooked the childminder took it out of the oven to show them the result of their efforts. The childminder discusses children's use of the construction resources, commenting on their efforts and directing their attention to solving problems. Children develop their numeracy skills through encouragement to talk about shapes, size and colours when they use Lego and puzzles.

Children develop their ability to make independent choices in their play and during routines as they can all choose from resources freely, accessing resources from those available and requesting others from the store cupboards nearby. They learn to recognise their names from the labels on the boxes used to store coats, bags and toys from home, and are encouraged to learn about letter sounds when appropriate for their development.

The children have eaten vegetables they have grown to help them understand what a healthy lifestyle is. They enjoy a variety of outdoor, physical activities, walking to schools and pre-school, and visiting various places, such as the beach during the holidays. This enables them to develop their understanding of nature and the locality. Children have very good opportunities to build upon their social skills as there are several children of differing ages who are cared for by the childminder.

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

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of the setting's engagement with parents and carers	1

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