

Inspection report for early years provision

Unique reference number	EY232545
Inspection date	11/04/2011
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.

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 2003. She lives with her husband and two children in Garlinge, Margate, Kent. All areas of the property are used for childminding and there is a fully enclosed garden for outside play. The bathroom is on the first floor level. The childminder walks or drives to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has a cat and four kittens.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. This number may be increased to six children under eight and three in the early years range when working with an assistant. 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 satisfactory.

The childminder has a secure understanding of how to support children's learning in the Early Years Foundation Stage. She continues to establish some systems to maintain their learning and development records. Overall the childminder has some procedures in place regarding aspects of children's safety and their welfare. She has a sound capacity to build upon her future continuous improvement in order to develop her strengths. Children seek comfort and are at ease with the childminder. They show signs of being secure in the homely environment. Children play with a good range of toys and resources, many of which reflect the world around them. The childminder values the partnership with parents and keeps them verbally informed of the children's daily activities. She continues to foster links with all agencies involved in the child's care to ensure their all round development and individual needs are met.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- review hygiene practices regarding hand washing in order to prevent the risk of cross infection. For example, develop a system so that children do not share towels and make certain all children are encouraged to wash hands prior to eating
- improve the use of the observations and assessments to identify children's

learning priorities and to guide future planning. For example, expand the use of the observations to clarify each child's individual starting points and next steps.

The effectiveness of leadership and management of the early years provision

The childminder has a sound knowledge of her policies' such as the complaints procedure. There is a safeguarding child protection policy which complies with Local Safeguarding Children Board requirements. The childminder is aware of the signs and symptoms of abuse and the action she would take regarding child protection concerns. Risk assessments of the home environment are carried out regularly and details are adequately recorded. The garden is checked and all risks are minimised prior to children using this area. The childminder describes the process for ensuring children's safety when outside the home. However, there is no record of this information within the overall risk assessment report. As a result, there are no details of how children are kept safe whilst on outings and trips. The childminder supports children's economic well-being through the activities which ensures they develop skills for the future, for example, she describes her procedures for safety outside the home, such as crossing roads safely or stranger danger. The older children clearly explain the process for fire drills. There is a monthly record of these drills, but there are no details specifying who took part in the emergency evacuation exercise. The childminder has a current first aid certificate so that children receive appropriate treatment following an injury. She has implemented a system to ensure essential details are always readily available and children have her contact number when on outings. The first aid box is easily accessible and supplies are taken when outside the home.

Equality and diversity is successfully promoted within the childminder's practice. The childminder discusses with every parent the child's background needs and uses this information to make sure everyone is treated with equal regard. She embraces diversity and embeds equality into her everyday practice. For example, parents translate everyday words in the child's home language which are displayed so that children become familiar and learn about cultural differences. All families are supported according to their specific needs and no child is disadvantaged. As a result, aspects of children's welfare and care are satisfactory although some areas are good. The childminder describes her process to build links with other settings. The parents receive an information pack with details of policies' and procedures, some of which the childminder implements in relation to children's health and safety. She engages well with parents and works in partnership with them. Together they verbally discuss the daily events. Parents say the childminder maintains the child's daily routine and they receive a great deal of detail about the activities. They are happy with the fun and care package their children receive as well as the opportunities to go on days out during the school holidays. The childminder has obtained the required written permissions, such as for outings and emergency medical treatment or advice. The childminder has a positive understanding of self-evaluation. She has a system to record her strengths and areas to action for future continuous improvement, such as attending child care

courses.

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

Young children glance towards the childminder looking for reassurance when strangers are present. The childminder talks to them in a calm soft voice and they show signs of being secure. The childminder discusses with parents details about children's daily routines and aspects of their abilities. Although, the information relating to the child's starting points is not sufficiently used in the initial assessment. Children's observations are recorded and linked to the areas of learning. The observations do not sufficiently highlight the next step in the child's continuing progress. Therefore, the system to clearly identify their learning priorities and use this in the future planning is not yet embedded. The childminder explains how she is developing the balance of activities to make certain it covers all the early learning goals. Children are provided with healthy meals or snacks and drinks are offered regularly through out the day. Older children lead the discussion about food choices and explain which foods are good for you or some treats which are not healthy. As a result, children gain an understanding of healthy food options. Children describe the system for hand washing. However, there is a risk of cross infection, because children share the same towels and sometimes they do not wash their hands prior to eating. The childminder uses a changing mat, but no gloves are used when changing nappies. Although, she washes her hands immediately after disposing of the nappy in the outside bin.

The childminder describes her approach to behaviour management by giving appropriate examples of how she deals with a variety of different situations. Children learn about their boundaries as she reminds them to be kind to each other and to tidy toys away so they are not a hazard. There is a wide variety of toys and resources to meet the different needs of individual children. The childminder demonstrates how she supports babies as they choose between brightly coloured interactive toys or a caterpillar with different textures to feel. Older children are able to freely choose toys or activities they wish to be involved in, for example, they choose the activities by using the pictorial time line. Storage containers are clearly labelled with pictures and words. This means that children have opportunities to be independent. Children have frequent occasions to play in the garden. For example, the childminder organises an Easter chick hunt or suggests a sack race. They are provided with art and craft materials to promote opportunities to be creative, such as making Easter cards. Their artwork is valued and displayed or taken home for parents. Children have access to a good range of resources including equal opportunities. This helps them develop an understanding of the wider world and the childminder describes how she talks about environmental issues. For example, she explains how she uses recycled materials in the junk modelling.

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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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	3
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

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