

Inspection report for early years provision

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Inspection date	26/04/2011
Inspector	Lara Hickson
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 was registered in 2002. She lives with her husband and two teenage children in Welling, Kent. All areas of the property are registered for childminding purposes, although generally the ground floor is used for play activities. There is a fully enclosed garden for outside play. The family do not have any pets.

The childminder is registered to care for a maximum of six children at any one time and is currently minding two children in the early years age group and seven others before and after school, all on a part-time basis. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder walks or drives to local schools to take and collect children. The childminder attends the local parent and toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled within the childminder's warm, homely setting. Resources are easily accessible, enabling children to make decisions about what they would like to play with. Children are making good progress in their learning and development as a result of the childminder's understanding of their unique needs, together with her knowledge of how children learn and develop. The childminder identifies areas of strength as well as areas where she plans to improve her practice further. Commitment to ongoing training, discussion with other childminders about practice issues and the reading of childcare publications helps support her good capacity to make improvements.

What steps need to be taken to improve provision further?

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

- continue to extend observation and assessment systems to fully link these to the early learning goals
- further promote children's understanding of diversity through activities and resources, with particular regard to religion and culture

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of safeguarding and her responsibility with regards to recording and reporting any concerns regarding abuse and/or neglect. This helps to protect children in her setting. A written

safeguarding policy is in operation and includes the procedure to follow should an allegation be made against the childminder or a member of her household. The childminder updates her knowledge of safeguarding through regularly completing a refresher safeguarding course and implements any changes required from this.

Arrival and collection procedures ensure that children are only collected by an authorised person, and the childminder would never release a child to an unknown person. This fully promotes children's safety.

Extensive written risk assessments are in place within the setting; these are reviewed monthly, any additional hazards identified, and the required safety measures put in place. For example, the childminder has recently had building works at her setting and has completed separate risk assessments to ensure that all hazards during this period are identified. The required safety precautions have been put in place to ensure children's ongoing safety. For example, the childminder has made an area of her garden inaccessible to children as building materials were stored here. A daily visual check of the setting ensures children's ongoing safety at all times and this is particularly valuable during the building works as the childminder ensures that no tools are accessible to children. Fire evacuation procedures are in place, and children practise these regularly, which helps to ensure that they are fully aware of the procedure to follow in the event of an emergency. The childminder records any concerns from these and acts appropriately. She recently records that she spoke to the older children about the fact that it is her responsibility to ensure the safe evacuation of the younger children in her care and that the older children should just ensure that they follow the procedures and evacuate safely. The childminder's evaluation of her fire procedures clearly has a positive impact on outcomes for children and ensures their ongoing safety.

The childminder knows the children's unique characters, needs and family backgrounds extremely well. Although she has resources depicting diversity such as resources promoting disability, there are few resources or activities currently that promote culture and diversity of language. Currently, children celebrate few festivals promoting cultural diversity, although menus provide children with a variety of meals from around the world. Children's records contain all of the appropriate information to enable the childminder to meet their individual needs, such as medical and dietary requirements. The childminder encourages children to develop a positive self-esteem and confidence by praising their attempts and achievements. She excitedly discusses the changes she notices in one child following the Easter break, such as new words he can now say. As a result, children are encouraged to attempt new experiences and say new words with the childminder close at hand to support these.

The childminder has established positive relationships with parent/carers and keeps them well informed about their child's care, learning and development. She liaises with them verbally upon arrival and collection, and discusses any milestone achieved as well as the experiences children have enjoyed that day. The childminder has recently completed an observation and assessment course and is using information from this to develop her current systems to link these more clearly to the early learning goals. She clearly knows the stage each child is at, and what steps she is going to take to extend their learning further to help them to achieve their next steps. The childminder demonstrates a thorough understanding of the importance of building positive relationships with other settings delivering the Early years Foundation Stage as well as other agencies. She respects how

these partnerships can be used to support and extend children's developmental and care needs.

Although a formal self-evaluation system is in its initial stages, the childminder is reflecting well on her practice. She identifies strengths and areas for further development in her provision. She has made changes to her setting since her last inspection through the completion of all the recommendations raised. She has also attended further training courses, such as safeguarding, first aid and observation and assessment. Information gained from these courses is being used within her setting to improve outcomes for children.

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

Children are happy in the setting and enjoy exploring the wide range of activities and resources available. The childminder demonstrates a good understanding of how children learn and develop, and of the Early Years Foundation Stage Framework. Observation and assessment systems are in place and the childminder demonstrates, through discussion, what children can currently achieve, and how she identifies the next steps in their development.

Children develop very close relationships with the childminder, which promotes their confidence and self-esteem and gives them a real sense of belonging. The children appear happy and settled and the childminder is skilled at recognising their individual needs. For example, she is aware of the noise one child makes when they are tired and although this occurs earlier than usual she explains that this is probably due to a busy Easter break. The childminder ensures that children have a balance of activities, both within the home setting, in the garden area and on outings in the local community. During the school holidays she takes children on trips further afield, such as Shorne Country Park, Oxleas Woods and Danson Park. Resources are deployed effectively to ensure that children are able to enjoy a vast selection that are age and stage appropriate, offering sufficient interest and challenge. The childminder supervises children appropriately allowing them to explore the activities and experiences available, yet being on hand to offer support as required.

Children are keeping themselves safe through gentle reminders from the childminder, and through the few house rules in place to ensure their ongoing safety. For example, the childminder discourages one child from climbing on the furniture whilst discouraging another child from sitting on the toy garage. She explains the reasons why she discourages the children's actions and the consequences of their behaviour, for example, explaining that they may hurt themselves. Children feel extremely safe and secure in the setting because the childminder is on hand to support and reassure them. For example, the childminder reassures the children when I arrive at the setting and is close by to offer comfort and reassurance during my visit.

The childminder fully promotes children's health and well-being within her setting. Children experience a range of healthy, well balanced meals and snacks reflective of their individual dietary requirements. The childminder works closely with parents to ensure that any allergies, food intolerances and religious or cultural restrictions are discussed and fully recorded on the child record forms parents complete at the

start of the placement. Fresh drinking water is available at all times and children can access this independently, enabling them to become aware of when they are thirsty. Children enjoy plenty of exercise and fresh air through using the garden area and enjoying trip to the local parks and other outings in the local community, including local farms and the library.

Children's health is further promoted because the childminder has an up-to-date paediatric first aid qualification and is able to provide appropriate care in the event of an accident or emergency. Secure systems are in place to administer medication and the childminder keeps appropriate records, obtaining parental consent where required.

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	2
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	1
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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