

Inspection report for early years provision

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Inspection date	01/09/2010
Inspector	Linda Coccia
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 aged nine and 14 years in Rainham, Kent. The ground floor of the childminder's house and an upstairs toilet is used for childminding. There are a couple of steps to access the premises.

The childminder is registered on the Early Years register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years at any one time. She is able to care for up to three children in the early years age range. The childminder is currently minding two children who fall within the early years age range. The childminder walks to local schools to take and collect children. She attends the local parent/toddler group. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is particularly effective in caring for children because she treats each child as an individual. She achieves this by working closely with their parents. The children's observation records are up to date but more information needs to be included.

Since her last inspection the childminder has worked hard to improve her information paperwork and written policies. This has had a positive impact on the children and their parents as her systems and procedures are now more defined.

What steps need to be taken to improve provision further?

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

- analyse observations to help plan 'what next' for individuals and groups of children

The effectiveness of leadership and management of the early years provision

The childminder manages her service well. Her regulatory paperwork is well maintained. For example, parents sign the accident or medication entries and the attendance records are completed daily. All the adults who reside on the premises hold current Criminal Record Bureau checks. The childminder has attended recent safeguarding children training and has implemented procedures to ensure she has covered all eventualities. For example, she completes regular risk assessments of the premises and displays the complaints procedures for parents on the notice board in the hallway. The childminder regularly evaluates her service using the

Ofsted evaluation template. Parents views are included. The childminder has given good consideration to the layout of her premises. The toys are readily accessible to the children. This means that they are able to choose their own activities. In line with her policy for equality and diversity the childminder treats each child as an individual. For example, all children play with all toys regardless of their gender. She has improved the range of positive images available to the children, such as, books showing celebrations from different countries. The childminder uses lots of local resources such as local parks and the library and regularly attends a local parent and toddler group. This allows the children to socialize with other children and use different equipment and toys.

The childminder has forged good relations with the local Children's centre where she is able to access information and activities to benefit the children. Parents report they are very happy with the service provided by the childminder. Their written comments show that they consider the childminder to be professional in her manner, nurturing and caring towards the children, and very supportive of their families. Parents are consulted about all areas of care for their children and provide the childminder with written permissions for the different areas of individual care offered. Children receive consistent care.

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

Children have good relationships with the childminder. They are happy to attend and eager to tell her what they have been doing at home. The childminder allows children to play freely and intercedes and prompts when necessary. Children approach the childminder for help or comfort when they need it. This shows that they feel safe in the setting.

The children use a wide variety of good quality toys and equipment. They ably complete puzzles with letter and number content. They hold conversations with the childminder about all aspects of learning. For example, the different countries that participated in the world cup to naming dinosaurs. They have plenty of opportunity for physical activity at the local park and as they walk to and fro from school. They ably operate play tills, mobile phones and enjoy the wide range of creative mediums available to them. The childminder produces two types of written records on the children. One is a daily diary which advises parents of what the children have done during the day and the other is a development record containing observations of the children within the different areas of learning. The childminder is considering combining the two to give her more time with the children. The daily diary includes some assessment of the child's enjoyment of the activities completed. More assessment is needed. Neither record contains specific identified next steps for each child. However, the childminder plans activities in advance for each child under broad themed headings in accordance with their likes and interests. The records show that the children are making good progress towards the Early Learning Goals and are developing skills for the future.

The children eat food which is healthy and nutritious and which caters for their individual dietary needs. They discuss the benefits of different food on their bodies with the childminder. This leads to discussions about other ways for the children to look after themselves. The children are able to explain about germs and hand washing. Children get on very well with each other and play well together. The childminder promotes empathy with the children by discussing their feelings and helping them to consider other peoples feelings. Procedures are in place in the childminder's written behaviour management policy but so far they have not been needed. Overall, children have a great time with the childminder and benefit from her professional attitude towards childcare.

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	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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