

Inspection report for early years provision

Unique reference number	EY305545
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 in a house in Rainham, Kent. The ground floor of the the 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 six 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. The childminder has evaluated her provision well and identifies further improvements to build upon the service she offers. Children make good progress as the childminder provides experiences that are sensitive to their age, ability and starting points. The childminder provides a service that is responsive to the needs of the families who attend, working closely with all parents. 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:

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding) 30/11/2009

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

- ensure that children have opportunities to be outside on a daily basis all year round with freedom to explore and be physically active

- establish the starting points when children begin to attend so that suitable plans can be made to reflect children's individual welfare and development needs

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. The childminder has a clear understanding of her responsibilities to safeguard children's welfare. She has completed a safeguarding workshop and has information to refer to which ensures her knowledge and understanding is current. 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 level three qualification in early years care and education, and uses this to good effect so that children derive benefits from her expertise. 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 childminder ensures resources are available for children and that these are plentiful enough to allow for children's free choices.

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. There are clear procedures to record accidents and existing injuries and to acknowledge the administration of medication, although the written consent to administer medication has not always been recorded. This is a breach of a specific legal requirement. The childminder has completed a variety of training and uses her experience and knowledge effectively, delivering an enjoyable and challenging experience for all children.

The childminder is committed to providing a good quality service through ongoing training and building upon the views of parents which are collated from discussions and through the use of questionnaires. The childminder continuously develops her practice by researching relevant information, such as information about child protection, and uses this to support the care she offers children. A business plan is written each year and improvements have been identified for development. For example, since the previous inspection, an extensive inventory of resources reflecting diversity has been made so that positive images of equality are available to children in their everyday play, and the use of various festivals to celebrate different cultures is developing.

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

Children make good progress and are effectively supported by the developmentally appropriate activities and good support they receive. 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 enables children to develop good communication skills through conversations with them and through reading and sharing books.

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. There is not a clearly established system to note the starting points for each child, so that plans may not identify individual learning priorities. The childminder is sensitive to the needs of children and extends their learning and progress through their play. Plans are flexible and the delivery of activities takes account of the children's interests.

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 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 begin to understand and develop a taste for healthy foods and the childminder ensures that food and drinks are enjoyed by them as she encourages them to eat nutritious food, such as sandwiches and fresh vegetables, for their lunch. The children have eaten vegetables they have grown. 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. The childminder enables children to understand the benefits of healthy lifestyle and children enjoy varied outdoor activities, although they do not experience these opportunities every day.

The childminder has undertaken specialist training to administer medication to children requiring treatment for anaphylactic shock. She has some records of parental consent to administer a variety of medication but one of these was not in place. This is a breach of requirements.

Children benefit from the childminder's skilful participation in their play and her praise and acknowledgment of their skills. They enjoy sitting with the childminder and sharing books together and are encouraged to describe the stories and pictures. Children's understanding is further supported by the childminder's sensitive observation of their interest and understanding, and her encouragement to discuss these. Children 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 support and questions to encourage their communication skills. For example, the childminder includes all children when she helps them to play a card game by explaining what they have to do.

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 collect autumn leaves and twigs, which they use to make collages. Children enjoy using varied imaginative resources, such as the play cooker, and the childminder supports their play by making observations and comments or suggestions. Children enjoy making craft items to hang up showing Halloween, choosing a variety of materials to cut and glue onto these. The childminder discusses children's choices of colours, materials and resources, commenting on their efforts and helping them to solve problems. Children develop their numeracy skills through encouragement to count and identify shapes and colours.

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. Children mostly enjoy a variety of outdoor, physical activities, walking to schools and pre-school and visiting various places, such as the woods locally. However, they did not access outdoor activity on the day of the inspection, although the childminder describes this as unusual. 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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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