

Inspection report for early years provision

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Inspection date	13/10/2010
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.

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Description of the childminding

The childminder was registered in 2007. She lives with her partner and four children in Lordswood, Chatham, Kent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder walks or drives to local schools to take and collect children.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than one may be in the early years age range. 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.

Children's welfare is supported through the childminder's sound understanding of the Early Years Foundation Stage. Overall she has some measures and policies in place to promote children's care and learning. Most risk assessments and procedures to support children's safety, and a healthy lifestyle are in place. Children are at ease with the childminder in a safe and secure environment. They have opportunities to play with a range of resources reflects diversity. The childminder has developed good links with other settings. She works in partnership with the parents and the local school in order to promote children's individual needs. The childminder has a positive understanding of her capacity for self-evaluation and is aware of how to develop and build upon her continuous improvement.

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
- ensure good hygiene practices are in place regarding hand washing
- develop further the new children's understanding of the evacuation drill and record details in a fire log book.

The effectiveness of leadership and management of the early years provision

The childminder has a sound knowledge of her policies and procedures, such as the complaints procedure and the process for lost or uncollected children. She has

a secure understanding of the signs and symptoms of abuse and the action she would take in relation to child protection. The childminder has a sound knowledge of safeguarding children. She conducts and maintains a risk assessment within the home environment. The childminder describes the process for ensuring children's safety when on outings. However, details of the risk assessments for outings are not included in the records. This means that there are no details of how children are kept safe whilst on outings. The childminder works in partnership with the parents and has forged good links with the local school. She has obtained all the required written permissions, such as taking children on outings and in a vehicle. In addition, she has written agreements on the service she provides, and ensures that parents sign so that she is able to seek emergency medical advice or treatment for all children. Parents are provided with a written daily diary which includes the learning and development observations as well as the child's next stage of development. They have recently completed a parent questionnaire and comment on the service she provides. For example, they mention their children are happy to be with the childminder and she provides interesting activities after school.

Equality and diversity is considered together with the local schools themes and activities. The childminder values each child as an individual. She notes details of their background needs, such as religion and other languages spoken at home. She is extending her resources to include all children's home language. For example, through labelling and providing dual language books. Each family is supported according to their particular needs. This means that no child is disadvantaged and that all children are treated with equal concern. The childminder has a first aid certificate ensuring appropriate first aid treatment is given to the children. A first aid box is available within the home, although basic supplies and children's essential information is not always readily available on outings. The childminder discusses with the children how to keep safe including discussing the procedure for "stranger danger". This makes sure that children develop an understanding of how to keep themselves safe. The childminder has a sound understanding of her strengths and has noted areas to action for her future continuous improvement, such as expanding her resources reflecting dual languages. She describes and has noted on her action plan how she can continue to develop the balance of child-initiated and adult-led activities so that all children's interests are given equal consideration. The childminder describes her approach to behaviour management by giving appropriate examples of how she deals with a variety of different situations.

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

Children are supported when making decisions. For example, as they collect leaves for their collage picture. They enjoy daily opportunities to play in the outdoor environment. The childminder extends activities which supports children as they achieve to their own satisfaction. For example, as they make their own pizza for tea. Through discussions with the childminder she explains how children are provided with a sufficient range of activities. She has toys and resources reflecting

equal opportunities all are easily assessable, although the storage boxes are not labelled with pictures and words to aid children's self help skills. Children's understanding of appropriate hygiene practices is not always reinforced. For example, individual towels are not provided for each child and the childminder does not remind them to wash their hands before eating snacks. The childminder continues to strive to develop her system to record children's observations covering areas of the early learning goals. These are recorded within the child's daily care diary. Although, the ongoing observations and the child's next stage of learning is not yet fully embedded. However, the childminder continues to develop these systems to ensure all parties are working together. The childminder generally gathers some information about their capabilities and is establishing her systems to include the child's second language. Parents discuss the general routine of the child, their likes and interests. They are kept informed of the activities and the child's learning and development through verbal discussion and daily record.

Children learn about their boundaries and the childminder reminds them of how to keep themselves safe, such as taking care in the garden when using the play equipment. Children say they might fall and hurt themselves if they run too fast. Through discussion they explain how they cross roads safely, but new children have not been included in practicing emergency evacuation drills. In addition, the childminder has not maintained details of fire drills within a fire log record. The childminder is developing her plans for activities which cover the early learning goals. Children are supported as they learn at their own pace and the childminder adapts activities to suit their individual needs, such as helping them to grate the cheese for their pizza. The childminder offers regular opportunities for children to be active or take part in quieter activities. For example, reading books together or using the equipment at the local park. She supports children's well-being and encourages their awareness of healthy eating and drinks are regularly offered. The childminder is developing activities to promote children's economic well-being as she describes how children care for the environment, for instance, she reminds them to save water and electricity by turning them off when they are not using them. The childminder has used the process of self-evaluation to identify an area of future improvement. For example, developing children's understanding of the importance of recycling and how this affects the environment. She describes how she organizes opportunities to be outside in the fresh air. For example, as they use the garden everyday, walk to their school or visiting local play areas. This encourages children to learn about the benefits of physical exercise and have plenty of occasions to be outside in the fresh air. As a result, aspects of children's welfare and care are satisfactory, although a few areas are good.

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	3
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	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	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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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