

Inspection report for early years provision

Unique reference number	EY374504
Inspection date	09/12/2008
Inspector	Stephanie Graves
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2008. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 10 and 18 in Hayes, Bromley, Kent. The whole of the ground floor and the upstairs bedrooms are used for childminding and there is a fully enclosed garden for supervised outdoor play. The childminder's home is located close to shops, schools and transport links.

The childminder is registered to care for a maximum of four children at any one time and is currently minding four children in the early years age range, on a part-time basis. She attends the local play groups and play centres.

The family has a pet dog and a hamster.

Overall effectiveness of the early years provision

The childminder has a good understanding of the types of experiences children need to learn and progress. A clear two-way flow of information between the childminder and parents ensures children's individual needs are met and that they move forward effectively in their learning. Children are fully included in all experiences and the childminder recognises and supports the uniqueness of each child she cares for. Methods of self-evaluation are developing and the childminder has a clear capacity to maintain ongoing improvement to benefit the children she cares for. This includes ensuring that safety issues identified at registration have been addressed and applying to attend a course to update her knowledge and understanding of the Early Years Foundation Stage (EYFS).

What steps need to be taken to improve provision further?

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

- continue to develop the comprehensive information provided for parents around current statutory requirements
- develop the use of ongoing observational assessment to inform planning for each child's continuing development through play-based activities.

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 and promoting children's welfare).

09/12/2008

The leadership and management of the early years provision

The childminder evaluates her practice to ensure the strengths and weaknesses of the provision are identified and addressed. She has just started to record some aspects of self-evaluation and parents contribute to the process with very complimentary comments about the care their children receive. The childminder has developed a comprehensive file, which helps to organise areas of her practice. Although some information is not based on current requirements it helps to keep parents informed about the service provided. Children's health needs are mainly considered well, although prior written consent to administer medication is not always obtained consistently, which is a breach of requirements. However, children's needs are still promoted through clear communication between the childminder and their parents. The childminder is familiarising herself with the learning and development requirements and although children's progress is not recorded, they are moving forward effectively in their learning and development. A very good range of toys, resources and experiences are provided and ongoing dialogue with parents ensures experiences are based on their individual needs and interests. The childminder keeps a very good range of policies, procedures and records, which she shares with parents and uses effectively in practice.

Children are safeguarded by the childminder who is dedicated towards ensuring their safety and welfare wherever she takes them. The use of risk assessment highlights any potential hazards and the childminder ensures she has clear safety procedures in place when taking them on outings. She has a clear understanding of the signs and symptoms of abuse and knows what to do in the event of any concerns. The childminder works with parents closely to ensure their children's needs are addressed. She welcomes all children equally to her setting, ensures they can all access the experiences provided and treats every child with equal respect and concern.

The quality and standards of the early years provision

Children's learning and development is promoted well by the childminder who instinctively understands their individual needs. She works closely with parents to ensure she has an up-to-date understanding of their interests and experiences and then builds on these with meaningful input during the children's time in her care. All children are provided with exciting opportunities to explore and learn through first hand, interactive experiences. They express curiosity as the childminder teaches them new skills, such as, learning to thread bobbins onto a lace. They discuss number, colour and shape concepts and learn to match and sort. They enjoy role play opportunities as they use a toy hair dryer to 'dry' the childminder's hair and tell her how beautiful it looks. This means young children make connections and represent real life experiences through their play. The opportunities on offer cover all areas of learning, enable children to make good progress and develop the skills necessary for their future learning and development.

Outdoor opportunities are plentiful and include garden play, trips to the park and

several local toddler groups and play centres. These opportunities help young children develop an understanding of the differences between themselves and others as well as exploring concepts within the wider world. The systems for observational assessment and planning have not yet been fully introduced, although the childminder obtains children's starting points and continually plans new and exciting opportunities. Additionally, ongoing communication between the childminder and parents ensures children are making good progress in all areas of learning and development.

The premises are safe and the childminder ensures children are unable to leave the premises unattended. She teaches them how to keep themselves safe, for instance, by ensuring they sit properly when eating food and by learning to respect animals and pets. This helps even the youngest children learn about personal safety. The childminder ensures her home is clean and has effective procedures in place to help minimise the risk of cross-infection. Children benefit from the agreements in place with parents concerning the food they eat. The childminder provides a sample menu for parents and a good range of information on nutrition helps to ensure diets are balanced and healthy. She encourages children to drink regularly and try new foods, which helps them develop the confidence to make choices about what they eat.

Children are well behaved because they are kept amused and informed about what they will be doing next. This includes having a sleep first and then getting ready to go to a party. As a result children trust the childminder who is a good role model and promotes their understanding well. A list of simple house rules helps children learn the expected behaviour boundaries and to respect the childminder's home. The childminder realises children learn from their surroundings and experiences and strives to lead by example. She offers plenty of praise and encouragement, which promotes children's self-esteem.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.