

Inspection report for early years provision

Unique reference number	EY388904
Inspection date	13/08/2009
Inspector	Janette Mary White
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 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 2009. She lives with her husband and two children in Rainham, Gillingham Kent. All areas of the property are used for childminding and there is a fully enclosed garden for outside play. The premises are not suitable for wheelchair users as there are steps internally and a step into the garden. The childminder walks or drives to local schools to take and collect children. The childminder attends the local parent and toddler group.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently caring for three children in this age group. She also offers care to children aged over five 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.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder keeps parents informed of the daily activities and she values their contributions. She is developing her links with outside agencies. Records of risk assessments for each type of outing have not been completed and the childminder has not obtained prior written permission for medication. The childminder has a secure knowledge of her strengths and notes areas for potential improvement within an action plan. Children settle well and are secure in a welcoming environment allowing them to extend their play. The childminder is continuing to establish her systems concerning the Early Years Foundation Stage (EYFS). Her sound understanding of how young children learn and develop is supported by providing a range of resources and activities, including positive images of the world around them.

What steps need to be taken to improve provision further?

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

- ensure children's observations and assessments are used to identify the next stage in their progress and development.
- develop a system for gathering information from parents regarding children's starting points and ensure activities are extended to support children's learning.
- improve children's understanding of fire safety precautions by further extending their knowledge and understanding.

To fully meet the specific requirements of the EYFS, the registered person must:

- carry out a risk assessment for each type of outing and review it before embarking on each specific outing. (Suitable premises, environment and

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- equipment)
- obtain prior written permission for each and every medicine before any medication is given.
(Safeguarding and promoting children's welfare).

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The leadership and management of the early years provision

The childminder has a sound understanding of safeguarding children and a secure knowledge of child protection procedures. For example, she reduces risks by using safety equipment and records any concerns within a risk assessment for the home and garden. However, she has not maintained a risk assessment for each type of outing. As a result, there are no details of how children are kept safe whilst on outings. The childminder has a sound knowledge of her policies and procedures, such as sick children and lost or uncollected children. This ensures the risk of cross-infection is reduced as children who are ill do not attend. The childminder has obtained most written permissions, such as taking children on outings and seeking emergency medical advice and treatment. Nevertheless, she has not obtained prior written permission before administering medication for each and every medicine.

The childminder's first aid certificate is up to date ensuring appropriate first aid treatment is given to the children. Accident details are recorded and parents sign to acknowledge the injury and receive a copy of the accident. The first aid box is easily accessible and ample supplies are taken on outings. In addition, essential records, such as contact numbers and a mobile phone are readily available. The childminder describes how children understand road safety and the process to evacuate the premises in an emergency. Nevertheless, the emergency escape plan is not sufficiently practised with all the children. This limits practical opportunities to develop their understanding of what to do in an emergency. Children understand the importance of washing their hands and use individual towels to dry them. Children's records have details of their appropriate care needs, such as their home language and religion. Their daily routines are discussed with parents, although individual capabilities are not used as part of the child's initial assessment. The childminder is aware of her future continuous improvement, such as further developing her understanding of recording observations, assessments and planning and promoting the children's independence. The childminder shows a positive understanding of behaviour management giving appropriate examples of how she deals with a variety of different situations.

The quality and standards of the early years provision

The childminder provides positive opportunities to help children make progress in most areas of development and learning in the EYFS. She is beginning to develop her knowledge and understanding of how to note children's observations, although the system to link these to their next stage of development is not yet embedded. Children are supported when making decisions. For example, as they choose to use 'sit in cars' or skipping ropes in the garden or making 'bug mobiles' or

colouring pictures of butterflies. She encourages each child as they learn at their own pace and activities are tailored to their individual needs. This supports them as they enjoy the success of what they achieve. For example, as they pretend to make meals with the play dough. Each child has a written daily diary. This is shared with the parents and they comment on the activities the children take part in. However, the system for gathering information relating to children's starting points is not yet fully established. Children have many opportunities to play in the outdoor environment. For example, using the garden for physical play and visiting local parks. Children have many occasions to be outside in the fresh air and are encouraged to be active, and learn about the benefits of physical activity. As a result, aspects of children's welfare and care are satisfactory although a few areas are good.

Children enjoy the opportunities to be creative as they freely choose between play dough, drawing or making 'bug mobiles'. The childminder describes how she tries to provide a balance of opportunities for children to be active or take part in quieter activities. For example, the childminder links the craft activity to looking for real bugs in the garden. The childminder uses reward charts to develop and support children's understanding of the simple house rules. They are beginning to learn about their boundaries as the childminder gently reminds them not to try acrobatics indoors as there is not sufficient floor space. They play with a variety of resources including a basic range of positive images of the world around us. Toys are stored in containers which are mostly labelled with words, although this system does not fully encourage younger children's self help skills or independence.

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?	3
How well does the provision promote inclusive practice?	3
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?	3
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?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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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