

Inspection report for early years provision

Unique reference number	EY413792
Inspection date	18/04/2011
Inspector	Lara Hickson
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 2010. She lives with her two grown-up daughters in Gravesend, Kent. The majority of the childminder's flat is used for childminding purposes although the two bedrooms are not used. The flat is on the first floor of a three storey block. 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 four children aged under eight years at any one time. She is currently looking after three children, one of whom is in the early years age range. The childminder walks to local schools to take and collect children. She attends the local parent/toddler group and local childminding groups. 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 satisfactory.

Children are happy and settled and making progress towards the early learning goals given their starting points, although systems for observations and assessments have not yet been fully developed. The childminder works closely with parents to make sure children's individual requirements are met. Inclusive practice is encouraged and children are supported to take part in all activities provided where age and stage appropriate. Non stereotypical play is actively encouraged. The childminder ensures that resources reflect the six areas of learning and uses both the indoor and outdoor environments well to support these. The childminder is committed to making further improvements to the service she provides through attending additional training courses.

What steps need to be taken to improve provision further?

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

- ensure that all unvetted adults in the home setting do not have unsupervised access to children 09/05/2011
- notify Ofsted of all significant events, for example, changes to household members 09/05/2011

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

- use observations and assessments of each child's achievements to identify learning priorities and plan relevant and motivating learning experiences for each child, linked to the expectations of the early learning goals
- develop systems for self-evaluation to identify the setting's strengths and priorities for development, taking into account the views of parents

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded in the setting, because the childminder has a good understanding of what to look out for and what to do, if she is worried about a child. A written safeguarding policy is in place and this includes the steps to be taken should an allegation be made against her or a member of the household. The childminder demonstrates a good understanding of the different signs of abuse and neglect. Although the childminder has completed the appropriate Criminals records bureau checks for herself she has not ensured that all members of the household over 16 years have completed these checks and has not informed Ofsted of changes within her household. These are specific legal requirements of the Early Years Foundation Stage.

Children feel safe in the setting because the childminder supports and encourages them during their play activities. She reminds children to tidy away some toys during play to avoid tripping over and hurting themselves or breaking the activities. She talks to the children and reassures them, especially when they are trying out new activities or experiences. For example, the childminder reassures children of who I am at the start of the inspection and is on hand to support them. Children feel safe when out and about, because the childminder keeps them close to her and ensures they have appropriate restraints and child locks, such as when travelling in the car.

Children are learning to stay safe, because the childminder talks to them about hazards both within the home and when out in the local community. She discusses road safety and stranger danger with children at a level appropriate to their individual understanding. Children practice the fire evacuation on a regular basis to ensure that they are aware of the procedure to follow in an emergency. Safety equipment is in place within the setting to further promote children's safety, for example a screen prevents access to the wires from the computer.

All of the required paperwork is in place, such as a daily record of the hours of attendance, accident and medication records and a clear procedure for parents should they wish to make a complaint. A basic range of policies and procedures are in place and these are shared with parents to enable them to understand all aspects of the childminding setting. Currently systems for self-assessment are developing. The childminder has identified some areas for improvement to ensure she continues to develop children's care, learning and development.

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

The childminder knows the children's characters well and has the appropriate records in place recording their individual requirements, likes and dislikes.

However, systems for observing and assessing children's development and planning for their next steps in line with the areas of learning are currently quite basic. For example, although the childminder records some information in a daily diary this does not outline children's next steps in their learning and development. However through discussion, the childminder demonstrates an understanding of the stages children are at and of the activities she provides to help children progress in the six areas of learning. Resources are stored at a low level to enable children to access these independently, creating an environment for children to make decisions regarding their play and learning.

The childminder uses activities in the local community to develop children's knowledge and understanding of the world around them. These activities support children's learning and development and provide additional opportunities for them to socialise with their peers. For example, the childminder organises weekly trips to her local Surestart Centre to enable children she cares for to enjoy an additional range of activities, particularly physical resources which complement the activities and experiences she provides in her setting.

Children enjoy a balance of healthy, nutritious meals and snacks, some of which the childminder supplies and some which the parent provides. The childminder works closely in partnership with parents to encourage children's awareness of healthy eating. Children are learning good personal hygiene habits as a result of the childminder's reminders and through the positive example she sets. For example, she consistently encourages children to wash their hands prior to and after eating and after using the toilet. She also encourages children to use and dispose of tissues hygienically and to put their hands over their mouths when coughing or sneezing. This helps to prevent the spread of infection within the setting.

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	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
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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