

Inspection report for early years provision

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Inspection date	20/02/2012
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.

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Description of the childminding

The childminder was registered in 2010. She lives with her three children aged nine, six and four years in a three-bedroomed house in Gravesend, Kent. The family has no pets. Minded children use the ground floor of the setting, with supervised access to the first floor for sleeping purposes and to use the bathroom facilities. The home is within walking distance of a number of local amenities including parks, toddler groups, a library, schools and nurseries. There is an enclosed garden area available for outdoor play activities.

The childminder is registered to care for a maximum of four children under eight years old at any one time; of these, three may be in the early years age group and of these, only one may be under one year at any one time. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There is currently one child in the early years age group on roll. The childminder is not registered for overnight care. The childminder is happy to take and collect children from local schools and nurseries.

The childminder holds a BTEC National Diploma level 3 in childcare and education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively supports the welfare and developmental needs of children in the Early Years Foundation Stage. The childminder understands the importance of meeting children's individual needs and works in partnership with parents and other settings delivering the Early Years Foundation Stage. Resources are easily accessible by the children so they can independently select their choice of activity. The childminder ensures that resources reflect the six areas of learning and uses both the indoor and outdoor environments as well as outings in the local community to support them.

What steps need to be taken to improve provision further?

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

- develop the use of reflective practice to identify strengths and priorities for development that will continuously improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well in the provision. The childminder demonstrates a good understanding of her responsibilities for safeguarding, particularly with regard to recording and reporting any concerns of abuse or neglect. A written safeguarding policy is in place and includes the procedure the childminder would follow if an allegation were made against her or a family member. The childminder has contact details of the safeguarding team in her local area.

The childminder demonstrates a good understanding of how to help children to feel and keep safe. She has risk assessments in place, which she reviews periodically to ensure that any hazards or risks to children are kept to a minimum. The home setting is safe and secure and systems are in place to ensure that children cannot leave the premises unsupervised or have access to areas that may pose a hazard. For example, the childminder locks her front door while minded children are present because the door handle is quite low and could be reached by a child. However, she keeps the keys to hand for use in an emergency. This fully promotes children's safety. The childminder teaches children to keep safe through gentle reminders as they play. For example, she reminds children to be careful when using the stairs and teaches them how to use utensils and tools safely. When children spread butter and toppings on their sandwiches, she demonstrates how to use the knife safely and then supervises children's efforts. Fire evacuation procedures are practised regularly with the children to ensure that they are aware of the procedure to follow in the event of an emergency.

The childminder has built positive relationships with the children in her care and is aware of their characters and individual requirements. She encourages children's confidence and self-esteem through praise, encouragement and rewards that are appropriate to their age and individual interests. The reward system encourages positive behaviour such as listening and playing with kind hands. The childminder is very realistic in her targets as a result of her clear understanding of child development. Children are able to independently select resources from the wide range available, and the childminder is on hand to support and extend children's learning and development. The childminder demonstrates a positive approach towards inclusion. She works closely in partnership with parents to fully meet the individual needs of all children attending her setting and demonstrates a comprehensive understanding of each child's unique needs. She has detailed information on child record forms of individual requirements. At the start of each placement, parents are asked to complete 'All about me' forms, and information from them is used by the childminder to form a baseline assessment for each child.

The childminder demonstrates a keen capacity for improvement. She has completed all of the actions set at her previous inspections. Although the childminder has not completed a formal self-evaluation, she is able to identify areas of strength as well as areas that she would like to develop further. She recognises the value of self-evaluation to monitor her setting and the self-evaluation methods in operation reflect her practice. For example, she has added a range of new policies and procedures, which underpin the previous actions made

regarding documentation. The childminder plans to undertake additional training courses to improve her knowledge of the childcare field further. Since commencing childminding, she has introduced an effective observation and assessment system, which clearly details the next steps in children's learning using written observations and photos. The childminder also completes a written daily diary with information for parents.

Partnership with parents is good. The childminder keeps them well informed about their child's care, learning and development through the daily contact book and liaises with them verbally upon arrival and collection. Observations are made of children, demonstrating what they have achieved and including the next steps for their individual learning. Partnerships with other settings have been well established, and this fully enhances outcomes for children. For example, a contact book is shared between the childminder, parents and nursery, and this ensures that all parties concerned use a consistent approach towards learning and other aspects of children's care, such as behaviour management.

Documentation is now maintained to a good standard, and all records required for the safe and efficient management of the setting are available for inspection. A range of written policies and procedures are in place;; these underpin the childminder's practices and are shared with parents. Children's files are comprehensive and contain all relevant information to ensure that individual needs can be effectively met.

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

Children are happy and settled in the warm, welcoming family-orientated setting and enjoy exploring a wide range of activities and resources. The childminder has a good understanding of the Early Years Foundation Stage framework and of how young children learn and develop. The childminder has introduced an observation and assessment system which meets individual needs and outlines how children are developing in the six areas of learning. The observation and assessment system demonstrates what children are achieving through a variety of activities and play experiences and identifies the next steps in each child's learning.

Children learn through the range of activities the childminder provides both within her setting and on outings. For example, when making sandwiches at lunchtime, children are introduced to personal hygiene and concepts of shape, number and vocabulary. The childminder demonstrates a very good understanding of how to extend children's learning further. For example, when a child knows the letters in their name, the childminder introduces other sounds and letters of the alphabet. Children are encouraged to develop their language and communication skills because the childminder talks to them continually and makes time to listen to their responses.

The childminder promotes children's health and well-being. She works closely with

parents to ensure children's individual needs are met, and all details are thoroughly recorded on child record forms. Children are learning about healthy food choices and have the opportunity to choose from a selection of healthy snacks. For example, a fruit bowl is available for children to help themselves from, and a jug of water enables children to pour their own drinks as they require them.

Children have opportunities for fresh air and exercise through playing in the garden area and on outings to local parks, where they experience additional physical challenges on various play apparatus. Hygiene procedures are effective in preventing the spread of infection. The childminder has an up-to-date first-aid qualification and is able to provide appropriate care in the event of an accident or emergency. All accidents are recorded appropriately in an accident book, and parents sign each entry as confirmation that they have been informed of the accident. Any medication administered to children is recorded, and at the start of each placement, parental consent is obtained for the administration of medication as well as to seek emergency medical advice or treatment. A sickness policy is in place and includes clear exclusion periods, which helps to prevent the risk of infection within the setting, thus promoting children's health.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2

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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