

Inspection report for early years provision

Unique reference number	EY224794
Inspection date	20/01/2009
Inspector	Stephanie Graves

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 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 2001. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 14, nine and eighteen months, in Sevenoaks, Kent. The whole of the ground floor is used for childminding and there is a fully enclosed garden for supervised outside play. Her home is accessible and close to transport links, shops, parks, schools and other amenities.

The childminder is registered to care for a maximum of five children at any one time and works with her sister who is also a registered childminder. Together they are currently minding five children, in the early years age range, on a part-time basis. The childminder currently supports a number of children with learning difficulties. She attends the local play centres.

The childminder is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

Children enjoy secure relationships with a childminder who actively promotes their individual welfare and development needs. She is dedicated towards meeting the unique needs of each child and ensures they can safely access a good variety of play and learning experiences. The partnership with parents supports children's individual needs with clear communication between home and the childminding environment. The childminder uses self-evaluation and other strategies to help her reflect on her practice and improve wherever possible to promote effective outcomes for the children.

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 use of ongoing observational assessment to inform planning for every child's continuing learning and development.

The leadership and management of the early years provision

Children progress well because the childminder is reflective and self-evaluates her provision well. This enables her to develop learning experiences wherever possible to benefit the children she cares for. The quality of the childminder's capacity for improvement is good. For example, she has met the recommendations set at her last inspection and is currently developing her qualifications. She has also booked to attend courses in observation, assessment and planning, and safeguarding children. Parents and children are also included in the self-evaluation process. This promotes inclusion and ensures children are supported consistently. Clear communication with other settings helps the childminder to plan appropriate

activities to meet children's needs and interests. The range of experiences available encourages them to make as much progress as possible. An effective and ongoing partnership with parents ensures the needs of each and every child are well communicated and addressed. The childminder maintains a wide range of documentation and the required records to help organise the provision and support the children effectively.

The childminder fully understands the concept of inclusion and promotes this in partnership with parents and others to support the specific needs of every child. Children are safeguarded effectively through clear policies and procedures that promote their safety and welfare at all times. For example, the childminder ensures they are continually well supervised and a clear risk assessment helps to minimise the risk of them sustaining accidental injury. The childminder has a good understanding of how to safeguard the children in her care. She understands the signs and symptoms of abuse and knows who to contact in the event of a concern. This helps to ensure the welfare of each child remains her priority.

The quality and standards of the early years provision

Children's learning and development is well supported because their individual abilities and interests are clearly promoted. The childminder provides them with a mix of free play and adult-initiated opportunities that cover all areas of learning. Children subsequently express curiosity and communicate with others, for instance, as they learn new words and identify objects around them. They use a picture card board to inform their parents of their daily activities and routines, which helps to extend their learning at home. The systems for observation, planning and assessment are being developed, although children's existing abilities and achievements are clearly shown in their development records. The childminder plans the next steps needed in their learning and is beginning to match aspects to the early learning goals to ascertain their progress. As a result, children are progressing well and developing the necessary skills for their future learning and development.

Children enjoy being with the childminder because she ensures their individual needs are addressed. For example, she plans activities based on their interests, which currently include action songs and playing turn taking games. As a result, children settle into their day and access other learning experiences confidently. They express curiosity as the childminder interacts with them and asks questions to encourage them to think and offer their own answers. This includes identifying different parts of their body and recognising colours and numbers. The childminder's input helps to extend the children's learning potential.

The childminder's home is safe and secure and all toys and resources are checked frequently to ensure they are safe and suitable for the children to play with. Children of all ages learn to keep safe, for instance, by practising the emergency evacuation procedure and learning where they are allowed to play within the setting. This helps to prevent them accessing areas not used for childminding and develops their awareness of personal safety. Children benefit from effective hygiene procedures and learn about personal care routines, including washing and

drying their hands properly on individual towels. Children with infectious illnesses do not attend the setting and these measures all help to prevent the spread of infection. Children eat healthy food options which are agreed with parents. The childminder promotes their awareness of eating healthily and is heard to explain that drinking water is good for them. This input teaches children about healthy diets from an early age.

Children's good health is promoted through clear procedures to be followed if they have an accident or require medication or emergency medical treatment. This helps to ensure appropriate action can be taken if necessary. Children learn to behave positively because the childminder is a positive role model and ensures children understand her simple house rules. They are respectful and well behaved because they learn good manners and are kept occupied and interested in meaningful experiences. They receive ongoing praise and encouragement which promotes their sense of confidence and 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

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

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 the last inspection.

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.