

## Inspection report for early years provision

---

<b>Unique reference number</b>	125440
<b>Inspection date</b>	11/12/2008
<b>Inspector</b>	Stephanie Graves

<b>Type of setting</b>	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 1995. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two adult children in Southborough, Kent. The lounge, kitchen, dining area and upstairs bedrooms and toilet facilities are used for childminding. There is a fully enclosed area of garden for supervised outside play. Her home is close to public transport, shops, parks and other amenities.

The childminder is registered to care for a maximum of three children at any one time and is currently minding five children in the early years age range, on a part-time basis. She is also minding four children on the compulsory part of the childcare register, after school and during some school holidays. She attends the local playgroups and play centres. The family has pets, including a dog, a cat, a bird, a rabbit and three guinea pigs.

The childminder is accredited and receives funding for nursery education. She belongs to a quality assurance scheme and is working towards the final year of a foundation degree in Early Years. She is a member of the National Childminding Association (NCMA) and is a recognised support childminder.

## **Overall effectiveness of the early years provision**

Children flourish in an excellent childminding environment where their welfare, learning and development are promoted exceptionally well. The childminder is dedicated and committed to meeting the unique needs of every child she cares for. Children's safety is promoted thoroughly, resulting in experiences that enable them to explore and investigate their surroundings safely, wherever they go with the childminder. The partnership with parents substantially supports the individual needs of the children through clear, ongoing communication. Self-evaluation is comprehensive and the childminder is an active, ongoing learner who continually reflects on how to make her highly professional practice even better.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- continuing to develop ways of establishing children's initial starting points to guide the planning process and promote their unique learning and development needs.

## **The leadership and management of the early years provision**

Children's welfare, care and learning are considerably well promoted by the childminder who fully involves the children and their parents in all matters

concerning them. Her meticulous attention to detail is exceptional, especially in relation to promoting the learning interests of each child and making activities and routines purposeful and inclusive. This maximises children's learning potential. The childminder maintains an open dialogue with parents and encourages their participation in all areas of their children's learning and development. As a result the individuality of each and every child is well promoted. A comprehensive range of records, guidance documents, policies and procedures significantly contribute to providing a high quality service and fully promote the specific needs of all the children she cares for. The quality of the childminder's self-evaluation is excellent. She is well qualified, with accredited status and remains an active learner. She is a forward-thinker who constantly assesses how she can build on her own practice and also supports other early years professionals. The childminder is currently considering how she can encourage parents to be more actively involved in the planning process for their children in a way that meets their needs. Parents, children and network coordinators are all included in the evaluation process.

The childminder understands and fully implements all aspects related to inclusion and promotes this through observing and building on individual children's experiences and maintaining clear partnerships with their parents and other settings. This ensures every child is included and experiences are based on their needs. Children are safeguarded through very effective procedures that ensure they are safe and well supervised at all times. An in-depth risk assessment includes all areas of the premises and any outdoor experiences, as well as any necessary action to reduce potential risks to children's safety. The childminder has a current awareness of safeguarding and child protection requirements and has clear procedures to follow in the event of any concerns. She adopts a highly professional attitude towards her work and liaises constantly with parents and others to ensure that the needs and experiences of all children are actively promoted.

## **The quality and standards of the early years provision**

Children thrive in a highly stimulating and meaningful play environment. This is because the childminder supports each child according to their unique interests and abilities and works closely with parents to provide continuity of care and education. Children demonstrate high levels of well-being and are involved in many different play-based experiences, which cover all areas of learning. They know they are free to explore and investigate and perceive their play environment in their own way. For example, the use of a camera allows children to take photographs and discuss their interpretations as they view them with others through a digital photo-frame. This makes experiences meaningful for children and allows the childminder to promote further learning opportunities for them. The methods for observation, planning and assessment clearly show the skills children have already mastered and the next steps planned in their learning. Assessment records log their achievements clearly and children proudly share their own progress files with a sense of pride and ownership. Overall, they are making rapid progress and developing the skills necessary for their future learning.

Children have secure relationships with the childminder because she continually acknowledges them and meets their needs. They enjoy looking at books and

listening to stories with her and then select their own choice of book and attempt to follow the storyline themselves. They access a wide range of interactive, sensory toys and resources both indoors and in the garden. The experiences available enable children to attempt new challenges, but allow them to develop at their own pace. They are confident learners, for example, as they go to their personally marked pegs and put their coats on to go outside and feed the guinea pigs. They learn about the natural world and how things work and the childminder introduces concepts to encourage communication and help them solve problems. For instance, they pretend to go shopping and pay for different items, then the childminder helps them count out the change. Visits to local playgroups and other centres helps children develop socially and learn about the wider world. This is extended through learning about other countries and the way people live, which helps children develop a clear awareness of diversity.

The premises are secure and the toys and resources are checked regularly to make sure they remain safe and suitable. Children are actively involved in safety concepts and learn how to help keep themselves safe in various situations. This includes wearing slippers indoors to prevent accidental injury in the event of an emergency evacuation. Children's good health is promoted well by the childminder and her input means children are independent with many self-help skills. This includes washing their hands without prompting and drying them on their own towels. The clear procedures in place concerning contagious illnesses help to prevent the spread of infection. Children learn about healthy eating and all food is prepared hygienically. The childminder has a current food safety certificate and understands the types of food children need to be healthy. She promotes their awareness of eating properly and making healthy choices. Children are heard to make connections as they re-enact discussions with the childminder during role play and then tell her what they would like on their sandwich for lunch. This demonstrates how they are learning about healthy eating as they represent real life experiences through their play.

Accident and medication records are kept along with written consent to seek emergency medical advice or treatment. This helps to ensure appropriate action is taken if necessary. Children's emotional needs are very well promoted because the childminder understands behaviour triggers and is calm and reassuring in her approach. As a result, children trust her and develop a strong sense of belonging and security. They thrive on constant praise and encouragement and learn positive behaviours from the childminder. She has a clear policy concerning behaviour and strives to diffuse potential conflict skilfully by taking the time to teach children how to share nicely and to understand when others are tired and need to rest. Her behaviour management strategies are excellent and greatly promote children's confidence and self-esteem. Overall, children's welfare, care and learning are exceptionally well promoted.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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](http://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 registration or 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.