

Inspection report for early years provision

Unique reference number	EY260855
Inspection date	30/01/2009
Inspector	Cilla Rachel Mullane

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 2004. She lives with her husband and five children in a residential area of Margate, Kent. The whole ground floor of the childminder's house, including a downstairs toilet, is used for childminding, and there is a fully enclosed garden for outside play. The family has two cats.

The childminder is registered to care for a maximum of three children aged under eight years at any one time of whom only two may be in the early years age range. When her husband has care of their own children, she may care for six children aged under eight years at any one time, of whom three may be in the early years age range. She is currently minding three children in the early years age group. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register, and minds eight children aged between six and eleven years.

The childminder walks or drives to local schools and pre-schools to take and collect children. She is an accredited childminder in receipt of government funding, and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children thrive and make excellent progress, because the childminder has an expert knowledge of the needs of children in the Early Years Foundation Stage (EYFS). She plans carefully and effectively to meet their individual emotional and developmental needs through varied and purposeful play activities. The childminding provision continually improves, because the childminder reflects on her practice, and implements well targeted changes, taking into account the views of children and their parents. Children's welfare is very well promoted; children are safe and secure, happy and settled.

What steps need to be taken to improve provision further?

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

- separating the general record of risk assessments for outings into records for separate types of outings, such as to the park

The leadership and management of the early years provision

The childminder takes pride in the organisation of her childminding provision, and her extensive records about individual children, their activities and progress. She has a childcare qualification, and regularly updates her knowledge by attending short courses, such as the EYFS introduction, observation and assessment.

The childminder has a variety of effective systems in place to monitor and evaluate her work. She has used the self-evaluation form to consider her strengths and areas for improvement. This has led to improved outcomes for children. For example, the playroom has been reorganised so that children may self-select more freely, and there is now a downstairs toilet accessible from the playroom, so children's independence is enhanced. There are excellent arrangements in place to check the effectiveness of teaching on children's progress and development. For example, she gathers information about children's starting points so that she can be sure they are making progress. She evaluates the success of activities, and ensures that she observes children's activities across all areas of learning.

A very effective partnership with parents results in continuity of care for children. Parents' satisfaction with the childminding service is demonstrated in very positive references; they appreciate the progress made by the children, the childminder's professionalism, the quality of activities and the safe and happy environment. They are informed about activities and their children's progress in a variety of ways, such as daily notes of activity plans on the white-board, children's observation records and contact books. The childminder has been proactive in establishing contact with the nurseries attended by the children, and is therefore able to reinforce what they have learnt in other settings.

Children are very well safeguarded; the childminder ensures that she knows the correct action to take by attending training, should she have concerns about children's welfare. Furthermore, children are protected because parents have full information regarding how to make a complaint, if necessary. She has not yet updated her child protection procedure in the light of recent training in order to more fully reflect local procedures.

The quality and standards of the early years provision

Children in the EYFS make excellent progress towards the early learning goals. Their individual learning needs are met as a result of the childminder's careful planning. She finds out and records children's starting points, such as whether they recognise their names or know colours, so that she can demonstrate their progress. She then uses observations under all areas of learning to plan what children need to learn next. As a result, activities are tailored to individual children's needs, and their good progress is evident.

The learning environment is welcoming, with toys and resources available for children to self-select, and initiate their own activities. Exciting resources, such as the 'three pigs' story sack, increase children's enjoyment. There is a good balance between adult-led and child-initiated activities, and the childminder questions, supports and challenges children effectively. Children join in enthusiastically, showing excitement at going out to play on the trampoline, and remembering past activities with excitement, such as face-painting on 'pirate day'. Children make progress in all areas of learning. Their knowledge and understanding of the world around them increases as they listen to stories about life in other countries, and visit a Chinese restaurant. They attempt to label their work with their names and

make the sounds of the letters. They think about numbers and problem solving when placing half the snack onto each of two plates. They are creative daily, putting on puppet shows, and accessing art and craft resources. They chat with the childminder constantly, learning new words such as 'narrator' for the puppet show, and talking about ideas and feelings.

The childminder places an emphasis on enabling children to feel secure, act independently and gain confidence. As a result, children are well motivated and ready to learn. Children act independently, for example, managing their own personal hygiene when using the toilet independently, pouring their own drinks and learning how to remove their 'wellies'. They are becoming confident speakers, for example, telling stories, such as 'Snow White' to accompany puppet shows.

Children's behaviour is managed thoughtfully and with sensitivity, carefully taking into account their age and understanding. Good or kind behaviour is reinforced when the childminder rewards children with stickers, and she talks to the children about what they have done well during the session, building self-esteem. Children are learning to acknowledge and manage their feelings through discussion and drawing.

Children are very safe within the setting, and in addition are able to confidently explain the reasons for rules, such as not going underneath the climbing frame, and why it is dangerous to tip their chairs backwards. Detailed risk assessments ensure that the children play and learn in a safe environment, where they can move around freely and safely, and act with independence. For example, the childminder checks that there are accessible toys suitable for the ages and stages of children attending that day. Outings are also thoroughly risk assessed to ensure children's safety, for example, the childminder carries documentation to show that she is a childminder. However there is not a record of the risk assessments for various types of outings, such as trips to London or the local park. Measures to protect children in the event of a fire are excellent. For example, a 'grab bag' by the door contains items, such as children's contact details.

At snack times, children are asked what food they would like, and request oranges and strawberries. They discuss the contents of their lunch boxes, commenting that raisins are good for them and crisps are not. They are therefore developing an awareness of healthy eating. Regular visits to play centres, and lively music and movement activities indoors give children a healthy attitude to physical exercise, and help them to develop their large muscle movements.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	2
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

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.