

Inspection report for early years provision

Unique reference number	EY297738
Inspection date	28/04/2009
Inspector	Mary Van De Peer
Type of setting	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 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 2005. She lives with her husband in Ashford, Kent. Most areas of the house are used for minding children. There are toilets located upstairs and downstairs. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children at any one time and is currently minding four children in the early years age group. She is also able to support children with learning difficulties or disabilities. The childminder walks or drives to local schools to take and collect children. She attends the local toddler groups. The family has a pet cat. The childminder is a member of the National Childminding Association and receives support from the local authority. The childminder is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a safe, stimulating and child-friendly environment in which children are progressing well in the Early Years Foundation Stage. There is an extensive range of challenging and exciting toys and resources for all children to enjoy. Promoting children's welfare is given high priority and children's behaviour is managed very successfully. Clear safeguarding procedures are in place and followed appropriately. The childminder has developed her own effective systems to identify the areas of strength and priorities for improvement in her provision.

What steps need to be taken to improve provision further?

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

- ensure there is a clear record of the dates and times the childminding assistant works with the children
- ensure the required personal and background information on each child is recorded on separate record forms, so that their individual needs can be more effectively monitored and met

The leadership and management of the early years provision

The childminder is a qualified and experienced child carer. She is very organised but also flexible, so that each child's individual needs can always be met. Her home is extremely child friendly, with every room containing a range of age appropriate resources children can enjoy freely. They are able to take activities outdoors if they wish and the childminder joins in, helping them extend their play. In the garden the young children love moving the equipment about. They create a tunnel they can slide into and have great fun seeing how fast they can go. Art and craft resources are easily accessible. If the children want to paint, cut, stick and assemble recycled materials, the childminder makes sure they can. She has

established effective ways to observe, record and assess children's learning outcomes, so she is able to plan and provide for their next steps. Much older children have their own space if they feel they need it, helping promote good relationships between all the children, whatever their ages. The childminder enables children to learn how to keep themselves safe, by having emergency evacuation and road safety procedures in place for them to follow. She has numerous other clear policies and procedures, which are shared with parents. These include safeguarding, child protection, dealing with complaints, equal opportunities and inclusion. She has posters and information displayed for parents and children to refer to, enabling them to keep up to date with current trends and practices in child care.

The childminder has attended a recognised paediatric first aid course, enabling her to deal correctly with a child who has sustained a minor injury. The childminder keeps all the required records updated and confidential documents are stored securely. It is noted that the information on the hours the childminder's assistant is present is too vague. The childminder makes sure she obtains background details on children as well as their skills, dislikes and interests. However, the information on siblings is often recorded on one form, which can be confusing. She has developed effective two-way partnerships with parents and her contact book is used to link care given to children in the early years age group by different providers, for example a pre-school. These practices help provide all children with continuity of care.

The quality and standards of the early years provision

Children enjoy good learning experiences and can participate in interesting activities whilst with the childminder. The extensive play areas in her home allow children to play and move around freely, as well as having their own space when they want it. All available toys, resources and activities are easily accessible and stored at children's level. These measures provide greater opportunities for children to develop and achieve at their own pace. Children are able to learn about developing a healthy lifestyle as they follow the childminder's effective procedures relating to hygiene, healthy eating and safety. For example, lots of walking and outdoor play and activities promoting fruit and vegetables' 'Five-a-Day' schemes. This is also helping parents as they provide their children meals, with the childminder providing some snacks and all drinks. The outdoor play area is superbly planned. It contains different types of climbing frames, suited to both older and younger children, swings, sit on cars and bikes, a trampoline, which all children know to use safely with only one person on it at a time. A bird feeder, ladybird tree and planter mean children are able to observe and learn about the different creatures visiting the garden. A sand tray has spades, which the children enjoy using to bury and find cars and other items, helping develop their memory skills. Observations are recorded regularly, showing the activities children enjoy and the outcomes achieved, such as new skills learnt. This information means the childminder is able to adapt existing resources and extend opportunities so children are challenged in their play and learning. Children's behaviour is very good, with the childminder constantly encouraging respect and patience. Simple

and appropriate house rules help the continued promotion of children's safety and well-being.

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?	1
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

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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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