

Inspection report for early years provision

Unique reference number	EY290839
Inspection date	02/03/2009
Inspector	Susan Linda Capon
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 2004. She lives with her husband and two children aged three and five years in a house situated in Hildenborough in Kent. The whole of the property is available for childminding and there is a fully enclosed garden for outside play.

The family has a cat and goldfish.

The childminder is registered to care for four children under eight years old at any one time. She is currently minding two children on a part-time basis. One of these children is in the early years age range.

The childminder also takes and collects children from school. She makes good use of the local amenities as she attends toddler groups in the area and uses the local library and parks.

The childminder is a member of the National Childminding Association. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children spend their day in a very bright, light, warm, welcoming, child orientated environment where they feel at home and part of the family. They have ample space to freely access the safe and secure environment as all potential risks and hazards have been minimised, preventing unnecessary accidents occurring. The childminder knows each child well, providing an interesting, stimulating and challenging environment while including their individual favourite toys and activities. She promotes inclusive practice as every child's specific needs and routines are fully incorporated into her daily routine. The childminder works hard to develop good relationships with parents, providing them with good information about her provision particularly, reflecting the 'learn through play' ethos of her setting. She clearly demonstrates the ability to make ongoing improvements to her setting as she has suitably completed the previous recommendation raised at the last inspection.

What steps need to be taken to improve provision further?

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

- extend the toys, equipment and activities for disability awareness to ensure the children can gain knowledge and understanding in this area.
- continue to develop the observations and assessment arrangements, charting children's individual progress through the early learning goals.

The leadership and management of the early years provision

The childminder demonstrates a professional approach to her childminding. She is fully aware of the recent changes, incorporating the Early Years Foundation Stage programme well into her setting at all times. She continues to develop her safeguarding awareness, ensuring the safety of each child in her care. The childminder has arranged emergency cover with another local childminder with the parents' consent, ensuring children are never left unsupervised with unvetted people.

The childminder formally evaluates her setting well, identifying the strengths and weaknesses of her provision. She has clear ideas for continual improvements to her provision. For example, she intends to improve the safety of her rear garden by changing it from two levels to one level. She is currently attending an Early Years Assessment training, enabling her to develop her implementation of the learning and development requirements and meet the individual needs of each child attending her provision.

The childminder has good procedures for ensuring parents are kept fully informed about their child's day through a daily diary. Parents also use this diary to keep the childminder up to date with any changes or specific needs of their child, promoting continuity of care. The childminder holds regular meetings with parents to discuss their child's progress, enabling them to be involved with the child's development and progress.

The quality and standards of the early years provision

Children settle quickly, building a good relationship with the childminder as they feel safe and secure in her care. They enjoy moving between the dedicated playroom and large lounge as they play with the range of readily available toys provided. For example, they enjoy pushing their babies in the buggy between the two rooms. Additional resources are readily available in the secure outdoor play area, enabling them to develop their physical skills as they ride a bike and share the rocker. The childminder offers a balanced range of planned activities using the children's individual interests keeping them occupied, busy and interested each day. She encourages the children to develop their self-help skills as they learn to feed themselves and make their own selection from the toys available.

Children are developing a good awareness of how to keep themselves safe and secure as they play. They know they must not throw the toys and are developing an awareness of how to use busy roads safely as they practise the Green Cross Code. The children know they must keep in sight of the childminder when they visit the local parks, understanding the importance of not speaking to strangers. They are unable to access the keys to the main door in the home, preventing them leaving the premises unnoticed.

The children are developing their understanding of the importance of being healthy as they enjoy home-made nutritious meals each day and regular outdoor play and

exercise. The childminder knows the individual likes and dislikes of each child and is currently, encouraging younger children to try new foods, including different fruits and vegetables. Good hygiene routines are fully promoted, ensuring children wash their hands before eating and after messy play.

The individual routines of each child are incorporated into the childminder's daily routines promoting continuity of care. For example, young children enjoy a sleep in the travel cot upstairs. Suitable equipment is readily available for the care of children under two years, promoting their safety at all times. For example, they are strapped into a high chair at mealtimes.

Children are making good progress through the early learning goals as they play and learn under the childminder's guidance. She praises and encourages them as they attempt to make up the people with the puzzle cards and take turns as they rock the baby in the crib. Children enjoy listening to stories and looking at books with the childminder. A particular favourite is a touch and feel transport book. They are developing their mathematical skills as they weigh and measure the ingredients for cooking and observe how the cake mixture changes once it has cooked. The children and childminder enjoy making trains and buses out of the chairs and the children develop the game by collecting fares and deciding where the vehicle is going. Regular opportunities to explore the local park and collect natural materials enable the children to learn about nature in addition to making their own collage picture on their return home. Children are developing their drawing and mark making skills as they use the crayons and enjoy painting their own master pieces. Additional outings to local farms, parks and indoor play centres enable the children to socialise with others of a similar age while learning more about the local community. Children are developing their awareness of other cultures and races through the good range of diversity toys, equipment and activities available. However, there are currently limited opportunities for them to develop their awareness and understanding of people with disabilities. The childminder provides a calm, consistent approach to behaviour management, encouraging the children to play together harmoniously, sharing and taking turns with the toys and equipment.

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

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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

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

Met