

Inspection report for early years provision

Unique reference number	126532
Inspection date	11/02/2009
Inspector	Stephanie Graves
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 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 1999. She is registered on the Early Years Register and the Childcare Register. She lives with her husband and four children in Paddock Wood, Kent. Her home is close to public transport, schools, shops, parks and other amenities. The whole of the childminder's home is used for childminding, with a toilet and bathroom accessible on the first floor. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years of age at any one time, of whom no more than three may be in the early years age range. She is currently minding a total of five children in this age group, all on a part-time basis. She also offers care to children aged over five years to 11 years. This provision is registered on the compulsory and voluntary parts of the Childcare Register.

The childminder attends the local toddler groups and childminding group.

Overall effectiveness of the early years provision

The overall quality of the provision is good. Children's welfare, care and learning are promoted well and their unique needs are addressed through the inclusion of each child. The childminder uses risk assessments well, to ensure every child is safeguarded in a range of situations, with safe access to the activities provided. The partnerships with parents and other settings help children to make good progress. The childminder's ability to maintain continuous improvement is good; with recent examples including planned training updates and implementing current requirements effectively to meet the needs of children she cares for.

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 systems for ongoing observational assessment to inform planning for each child's continuing development
- continue to develop opportunities for parents / carers to contribute towards children's observational assessments.

The leadership and management of the early years provision

Children's welfare, learning and development are well supported, because the childminder spends her time meeting the needs of each child in her care. Methods of self-evaluation are being developed well and demonstrate the strengths of the provision and any areas for improvement. The childminder keeps parents informed about their child's progress and involves them in their learning wherever she can.

For example, she ensures the experiences children enjoy at other settings and at home are complemented within her own practice. She uses this information to help extend experiences in the childminding environment. Parents are consulted about the different aspects of the provision and their views taken into account. Contact notes are used for each child and parents have access to all policies and procedures. This helps to ensure that children's welfare is promoted between the home and the childminding environments and underpins the childminder's effective service.

Children are safeguarded well and the childminder has attended recent training for safeguarding children. This helps to ensure that she has an up-to-date knowledge and understanding of the signs and symptoms of abuse and knows exactly what to do in the event of a concern. Risk assessment is demonstrated well and the childminder is clear about ensuring daily checks are carried out to reduce any potential risks to children's safety. Overall, the childminder's input regarding safety enables children to explore and play within safe, secure boundaries.

The quality and standards of the early years provision

Children learn and develop effectively because the childminder provides them with many meaningful, stimulating experiences, which promote their sense of curiosity and interest. For example, they discuss birthdays and become excited at the prospect of opening gifts. The childminder teaches them new vocabulary, including 'wrapping' 'tags' and 'ribbon' as she explains what each of these is used for. Children discuss their own ideas and communicate these clearly with the childminder and one another. This input clearly promotes their developing language and communication skills. They listen attentively to stories and join in with songs as the childminder introduces number and colour concepts. These are purposeful activities, which link to children's current interests, such as playing with farm animals. The childminder is skilful in extending concepts, for instance, as she teaches them about sheep she explains how and why they are sheared. She enables the children to problem solve as they work out which shop in the village they can buy wool from and what it is used for. This enables children to make meaningful connections between real life scenarios and their play.

The toys, resources and experiences available cover all areas of learning. Regular outings enable children to socialise with others and develop an understanding of diversity and the wider world. Babies enjoy stimulating, interactive toys, which help them learn through exploration and older children enjoy developing their own role plays. For example, they help to 'change the nappy' of a baby doll and are heard to say 'shhh, she's going to sleep now' as they lay the doll down. This play is supported well by the childminder and shows how children make links between real experiences and their self-initiated play.

The use of observational assessment is developing well and shows how the children are making progress towards the early learning goals. Starting points are used to inform initial planning and the next steps needed in learning are recorded in children's progress files. Most of these link to the early learning goals and the childminder is beginning to develop systems to help her carry out these

observations more regularly and involve parents more routinely in the process. The childminder ensures a broad and balanced range of experiences are provided for each child and works in partnership with parents and other settings to support children's learning and development appropriately. Children are accessing the necessary range of experiences needed for their future learning and development and to develop as independent learners.

Children learn how to keep safe through the childminder's effective input. For example, as they carry resources to explore, she tells them to put their arms underneath the objects to avoid dropping them. The children are involved in the emergency evacuation procedure and the childminder helps them to develop a sense of responsibility. This is evident as they help to tidy away before getting new toys out. This also helps to avoid accidental injury. Consequently children learn about keeping themselves and others safe.

The children's health needs are well promoted. They understand the importance of washing their hands properly and the childminder makes sure that any children with infectious conditions remain at home. This helps to prevent the spread of infection. Children benefit from clear agreements with parents concerning their dietary needs. Currently most parents provide food for their children and the childminder ensures she talks to children about eating healthy options. They are involved in some food preparation and making choices at snack time. This enables all children to develop an awareness of healthy eating.

Children receive the appropriate care if they have an accident or need medical assistance, because the appropriate records are kept. This means immediate action can be taken if necessary. Children are well-behaved through being involved and fully occupied in meaningful experiences. They respond well to praise and encouragement and the childminder is a good role model who talks warmly to the children and includes them in decisions. Her behaviour management strategies promote children's confidence and self-esteem effectively.

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