

Inspection report for early years provision

Unique reference number	126430
Inspection date	14/05/2009
Inspector	Janette Mary White

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 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 2001. She lives with her husband and three school aged children in Ditton, Aylesford, Kent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The premises are not suitable for wheelchair users. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has a dog, two cats, a turtle and tropical fish.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. She is currently caring for three children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children are safe and secure at all times and enjoy learning about their local area and the world around them. The partnership with parents, the local school and other agencies is a key strength and contributes significantly to ensuring that the needs of all children are met very well and they get any additional support they need. This means that children make good progress, given their age, ability and starting points. The childminder's excellent knowledge of each child's individual needs ensures that she effectively promotes all aspects of children's welfare and learning with success. Regular self-evaluation by the childminder ensures that future development is promptly identified and any priorities are acted on. As a result, the service she offers is responsive to the needs of all its users.

What steps need to be taken to improve provision further?

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

- develop a system to further expand children's observations and assessments to include the smaller aspects of learning and development in relation to each child's formative assessment.

The leadership and management of the early years provision

The childminder works together with the parents and has very good links with other agencies, such as pre-schools, nurseries and local schools. Parents are provided with all the childminder's written policies and procedures, such as safeguarding children policy, equal opportunities and complaints. There are

effective processes to ensure parents have an understanding of her practice. The childminder has a clear understanding of self-evaluation and through discussion highlights areas for improvement as well as her strengths. She is truly motivated and approaches her role professionally. She regularly attends courses to keep herself up to date. The childminder has an excellent knowledge and understanding of her child protection policy. She accurately describes the signs and symptoms of abuse and knows it is her responsibility to make sure children are safeguarded.

The childminder holds an up to date first aid certificate. Her competent knowledge and understanding of appropriate first aid treatment ensures she promotes children's care, health and welfare. The childminder has a process to record medication and accidents, which parents acknowledge and they also receive a copy. She effectively keeps details of existing injuries in order to promote the welfare of the child. Children's records have details of their appropriate care needs, such as religion and language spoken. The childminder successfully encourages good hygiene practices. Children demonstrate how they use soap to wash their hands and paper towels to dry them, and dispose of these hygienically. Children learn the importance of good hygiene practices. They do not attend if they are ill and this minimises the risk of cross infection. The childminder promotes children's safety as they discuss the procedures for fire drills, crossing roads safely and washing their hands. For example, fire evacuation is regularly practised and safety equipment is in place.

The quality and standards of the early years provision

The childminder discusses with parents what children can already do and uses the valuable information about children's capabilities, interests and starting points to inform their base line assessments. Parents are kept up to date on the activities and the daily routine through well documented records. Children's observations chart their achievements and these are used when planning their next steps in learning. The childminder has identified areas for her continuous improvement, for example, how to develop further systems to expand children's observations and assessments, to include the smaller aspects of learning and development for each child. The childminder evaluates what children have achieved and what works well or how she can change things for the future. Children enjoy the success of what they achieve and are enthusiastic about making decisions when choosing from the easily available resources. For example, they choose playdough and sticking spots on a picture of a stingray fish. The childminder meticulously displays their art and craft examples and uses these successfully to discuss past events with the children.

The childminder organises a comprehensive range of activities covering all the early learning goals. For example, she produces individual play plans for children. She uses her observations to promote children's development and effectively provides a broad range of opportunities and activities for them. This enables them to learn through their play and at their own pace. As a result, children make good progress in all areas of development and learning in the Early Years Foundation Stage. The childminder gently reminds children of the house rules, such as tidying away toys to reduce the risk of a trip hazard. They learn about the boundaries and

how others can be hurt. Children understand the importance of eating healthy foods, such as vegetables and fruit. They are supported to eat healthy options and she talks to them at mealtimes about healthy or less healthy foods. As a result, children are encouraged to have healthy choices and are developing an understanding about which foods are good for you and help you grow. For example, children are learning about planting and growing their own seeds. Children have daily opportunities for frequent walks and outdoor activities are organised to encourage them to play outside in the fresh air. The childminder describes how she encourages children's independence. For example, through the use of labelling, such as posters for healthy foods, house rules, washing hands and fire evacuation. Storage containers are labelled in a way to further promote children's self-help skills and growing independence.

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?	1

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?	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

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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