

Inspection report for early years provision

Unique reference number	EY300431
Inspection date	05/02/2009
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 2005. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children in Tonbridge, Kent. The whole of the premises are used for childminding and there is a fully enclosed area of the garden for supervised outside play. Her home is accessible and close to parks, shops, schools and public transport.

The childminder is registered to care for a maximum of five children at any one time and is currently minding five children, who are in the early years age range, on a part-time basis. She attends the local toddler groups and other play centres. The childminder also cares for children over the age of eight years.

The childminder is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

The overall quality of the childminding is good. Children are progressing well in their learning and development and the childminder support their welfare effectively. Every child is included equally and their unique needs and interests are well promoted. Self-evaluation reflects on practice and enables the childminder to maintain continues improvement and further promote the quality of the provision. The partnership with parents and other settings that children attend helps to promote consistency of care, learning and development.

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 to involve parents in their children's learning and development to further support the ongoing progress of every child.

The leadership and management of the early years provision

Children's development is well promoted by a childminder who strives to improve her practice and knowledge wherever possible. She organises activities and routines to meet their unique needs and maximise their learning potential. As a result the individual needs of each child are promoted. A wide range of records and documentation are maintained, which contribute towards the professional service offered. The quality of the childminder's capacity for ongoing improvement is good. She is working hard to fully understand all aspects of good practice within the Early Years Foundation Stage and is striving towards making any necessary improvements. For example, she is currently aiming to build on the partnership with parents through involving them in their children's learning and development at home. The childminder offers an inclusive service and clear information sharing

with parents and other settings ensures children's unique needs are addressed.

Children are safeguarded effectively because the childminder understands and implements the procedures necessary to ensure they are safe at all times. A clear risk assessment helps to reduce potential risks to children wherever she takes them. The childminder has recently attended training for safeguarding children and understands her duty towards the children in her care. She knows the signs and symptoms of abuse and what to do in the event of any concerns. This helps to ensure that the welfare of the children in her care remains her priority.

The quality and standards of the early years provision

Children learn and develop effectively because the childminder ensures she builds on their unique interests and abilities. They have different opportunities to explore and play and enjoy the childminder's input as she acknowledges and affirms them. She understands babies' attempts at communication, for example, as they play together and explore interactive toys. They are involved in concepts relating to language development as they listen and repeat simple words. They develop early problem solving skills and use of number, for instance, as they confidently cuddle up with the childminder to look at a book or construct with bricks. The childminder's warm approach ensures their emotional well-being is well promoted. Babies enjoy interactive toys and resources that help to promote the use of all the senses. The childminder instinctively understands what children already know and ensures the experiences provided build on their abilities. The range of resources and experiences cover all areas of learning and children enjoy daily outings as well as being able to access many learning opportunities within her home. Outings to toddler groups and local places of interest help develop children's physical and social skills and an early awareness of diversity in society.

Observational assessment is developing well and demonstrates how children are progressing in their learning and development. The childminder gains initial starting points from parents to help provide meaningful experiences from when children start at the setting. She uses long term planning to cover all the early learning goals and short term planning for individual children. She plans the next steps needed in learning and as a result, children are making good progress. Overall they access a good range of resources and experiences that help them to gain the skills needed for their future learning and development.

Children can play and explore in safety because the childminder makes sure the premises are safe and secure. She supervises children closely at all times and teaches them from a very young age how to help keep themselves safe in different situations. All areas of the childminder's home are hygienically clean, children learn to follow clear hand washing procedures and those with infectious conditions do not attend. These effective measures help to prevent the spread of infection. Children are actively involved in the preparation of some foods. They help to chop soft fruit, for instance, and discuss the fresh vegetables used to make home-made soup. Clear agreements are in place with parents concerning children's dietary needs and meals comprise of a nutritious selection. Children can access a drink at any time and even very young children know where to find their own containers.

This helps to make sure they remain hydrated at all times.

Accident and medication records along with written consent to seek emergency medical advice or treatment all help to ensure children's health and medical needs are addressed appropriately. Children receive plenty of praise and encouragement from the childminder who is a positive role model. She sets clear behaviour boundaries and simple house rules so that children understand what is expected of them. Her behaviour management strategies help children develop responsibility and promotes their confidence and self-esteem.

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.