

Inspection report for early years provision

Unique reference number	125704
Inspection date	09/02/2009
Inspector	Freeda Wildon
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 1997. She lives with her adult family in a residential area of Deal, Kent. The whole ground floor of the childminder's house is used for childminding and a toilet is situated downstairs. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time. The childminder is currently minding five children in the early years age range. The childminder provides a drop-off and pickup service and is able to take and collect children from school and pre-school. The childminder attends the local toddler group and childminding groups.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder's very good knowledge of the Early Years Foundation Stage (EYFS) enables her to provide a well balanced range of activities that covers all areas of learning. Children are excited and eager to learn in a thoughtfully arranged environment where all children are included. The childminder strives for improvement and is committed to providing the very best for children. She is proactive in seeking training to further develop her knowledge and understanding of care and education. This enables her to provide a professional and high quality service for parents and their children.

What steps need to be taken to improve provision further?

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

- ensuring that a complaints log is in place to record any future complaints to share with parents

The leadership and management of the early years provision

The childminder organises the day to focus on the needs of every child. She is able to adapt the activities so that all children are included, tailoring activities to the stage of development for each child. Partnership between parents and carers is excellent. Two way communication ensures continuity of care and benefits all children. Parents receive written and verbal feedback each day about the care and education. Regular monthly meetings between parents and childminder are in place to discuss children's progress in the EYFS. Parents regularly contribute to their children's learning by bringing in objects for themes and at times parents join their children in their play, for example, when they play in the park. The childminder seeks parents' input to review her practice. This is done through

parent questionnaires. Parents speak highly of the childminder and report that they receive an excellent service. They particularly like the variety of activities for the children. Parents also feel that the childminder always finds time for discussions. As part of the childminding network the childminder uses the network's self-evaluation system to identify her key strengths and weaknesses. This ensures she maintains high standards and demonstrates her commitment towards consistent improvement.

Children's safety and welfare is of paramount importance. A comprehensive risk assessment conducted each day ensures children are safe in the childminder's home and when they are away on outings. The childminder's clear knowledge of child protection procedures safeguards and protect children from harm. The childminder had attended many short courses and workshops to keep her knowledge up-to-date. This includes her first aid training and, as a result, she is able to take appropriate action should there be an emergency. All mandatory records are well maintained. Poster displayed at the entrance and a complaints procedure in the parents' pack confirm that parents know how to complain. Although the childminder has had no complaints; she has not yet prepared a log to record any future complaints to share with parents.

The quality and standards of the early years provision

The childminder provides a warm homely and well prepared environment for children, as a result children are motivated and want to learn. She ensures that there is a balance of child-initiated play and adult-led activities. The childminder is led by the children's interest and provides activities that challenge them and help them make good progress in the EYFS. The childminder uses observation and assessment effectively to plan for children's next steps. Children are confident and self-assured. Many good friendships have been forged with their peers and their friends at social groups. They are also building respectful and caring relationships with the childminder and her family.

Children's independence is fully promoted and they are becoming independent learners accessing their own activities and making choices. They are learning to take care of their own personal needs. For example, understanding the routine of hand washing before eating and that hand washing prevents the spread of infection. They are able to get themselves ready to go outside with support from the childminder. The childminder's excellent questioning technique allows children to think and work things out for themselves. Easy access to books and visits to the library help children develop a love of books and increase their vocabulary. They have favourite books such as 'Man on the Moon' which are very much enjoyed. Children are beginning to use reference books to find out information about their particular interests, such as creatures under the sea. Children benefit from exploring their senses through a range of materials such as paints, dough and gloop. Children's imaginative and creative skills are developing well. They imitate and act out real life scenarios such as visits to the hairdresser. They pretend to blow dry and style the childminder's hair, offering cups of tea and coffee. The childminder provides opportunities for children to write for a purpose such as making lists in the home corner area and writing cheques.

Children use a range of resources to enhance their early problem solving skills, for example, puzzles, shapes, threading and dominoes. There is a number line for reference which is also in a language spoken at a child's home. The childminder uses this to introduce a second language to all of the children to extend their understanding of others. The childminder also provides other opportunities for children to learn about diversity and differences. These include resources such as books, dolls and dressing up clothes. Children's own cultures are known and celebrated. Children are gaining an understanding of their community, they visit places of interest such as castles, rare breed centres and bird park. Children visit the beach in the winter giving them first hand contact with weather, seasons and nature.

Children are very well behaved and polite because of the consistent realistic expectations from the childminder who gives them lots of praise and encouragement. She allows children to resolve their differences and teaches them about fairness and the importance of sharing. Children have good opportunities to follow healthy life styles through activities such as 'five a day' fruit and vegetables. They regularly visit the park, toddlers group and soft play areas where they play on large apparatus practising coordination and balance. Children are learning to keep themselves safe within the home through regular practise of the fire evacuation plan. They clearly understand what steps to take if they hear the whistle.

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?	2
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

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

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

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 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.