

Inspection report for early years provision

Unique reference number	EY257376
Inspection date	22/04/2009
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 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 2003. She is registered on the Early Years Register and the Childcare Register. She lives with her husband, who is a co-childminder and their 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 the exception of the second floor. The setting is accessible and there is a fully enclosed garden for outside play. The family has a dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than two may be in the early years age range. She frequently minds with two other co-childminders, and together they may care for a maximum of 10 children. Currently they are caring for 39 children between them all on a part time basis. Of these, three receive funding for nursery education. All three childminders share equal responsibility for the provision. Care is also offered to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder currently supports children with learning difficulties and disabilities.

The childminder is accredited and receives support from the network coordinator and other early years professionals. She is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

The overall effectiveness of the provision is outstanding. The welfare, care and learning needs of each child are extremely well supported by a dedicated, well-qualified and self-motivated childminder. The concept of inclusion is fully implemented at every level and the unique needs of each child are addressed. The childminder and her co-childminders ensure the provision is risk assessed and monitored daily to provide an inclusive, safe learning environment for every child. The partnerships with parents, other settings and outside agencies are outstanding and clearly promote the welfare and learning of every child. The childminder's ability to reflect upon her work and maintain continuous improvement is excellent, enabling her to further build on her already exemplary practice.

What steps need to be taken to improve provision further?

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

- continuing to enable children to develop an understanding of making healthy choices in relation to food.

The leadership and management of the early years provision

The childminder is dedicated in her role and committed to ensuring the individual needs of every child are fully supported. She liaises reflectively with her co-childminders about the effectiveness of children's experiences and progress on a daily basis. Therefore, children's welfare, learning and development needs are exceptionally well promoted. Self-evaluation is clear and focused and includes the strengths of the provision and areas for development. Parents and children contribute to the process and points raised have already been addressed including improving security in the garden. The childminder ensures parents are fully informed about their children's progress and actively encourages their contributions to children's progress records and to become involved in their learning. They are provided with comprehensive policies and procedures, which help to underpin a highly effective service.

Children are safeguarded effectively. For example, the childminder is clear about child protection procedures and is fully aware of the signs and symptoms of abuse. She liaises with children's services in the course of her work and has important information to hand to refer to in the event of a concern. The risk assessment and visual checks carried out twice each day, help to keep children safe on an ongoing basis. The childminder promotes children's safety in a systematic way that allows them to explore and develop within safe boundaries.

The quality and standards of the early years provision

Children rapidly learn and develop through exploring an excellent range of stimulating experiences that cover all areas of learning. Babies and very young children can access a range of highly stimulating activities that promote the use of all the senses. They can play in a purposefully constructed soft play area incorporating mirrors and other resources to help support their overall development. Children gravitate towards outdoor play where they gather for a story, explore the sand tray, or exercise on the trampoline and wheeled toys. Excellent activities, communication strategies and a variety of environmental print around the setting clearly help to reinforce children's early language, literacy and numeracy skills. The childminder has a natural ability to instil self-assurance in children new to the setting, helping them to quickly feel secure and settled. Children develop a clear knowledge and understanding of world, for example, as they learn about the life cycle of frogs. They develop an awareness of diversity through excellent experiences, including activities linked to holiday locations and a range of different festivals and cultures.

Visiting practitioners actively encourage children's physical and creative skills through music and dance. Programmable toys and access to Information and Communications Technology (ICT) helps children develop the necessary skills for their future learning. Children with disabilities and learning difficulties are extremely well supported and the range of individualised experiences enable all children to flourish as they build on their existing interests and abilities. Observational assessment is extensive and recorded from when they start at the

setting to when a transfer record is completed for their transition into school. Planning is informed by the next steps needed in learning for individual children and key activities are thoroughly evaluated to ensure they are meaningful. The different aspects of learning are monitored to ensure a broad and balanced range of experiences are provided. The childminder works tirelessly with a range of advisors, other settings and external agencies to ensure children receive the help they need and make as much progress as they can.

Children learn about safety issues through consistent input by the childminder and her co-childminders. For example, they learn the importance of not flicking sand when playing in the sand tray, to prevent it going in their eyes or those of others. The childminder promotes a sense of responsibility in all children, for instance, as they play on larger equipment or practise the emergency evacuation procedure. This enables them to develop a clear awareness of personal safety. Children's good health is exceptionally well promoted. They learn the importance of effective hand washing with posters and visual cues helping them to follow the correct procedure and learn why this is important. This clearly helps to prevent the risk of cross infection. Children are fully involved in making choices concerning the food they eat and help with preparing some meals. The childminder promotes their awareness of healthy eating and is currently arranging visits for them to local allotments and to grow their own produce. Children are praised for eating plenty of fruit and vegetables, which helps to motivate them to eat healthily.

Children are well cared for if they have an accident or need medical help. This is because the childminder has all the required procedures and records in place to ensure swift action can be taken where necessary. Children are exceptionally well behaved because they are continually involved and interested in the excellent play opportunities provided. The childminder praises and encourages all children and leads by example. She models good manners and includes children in decision making. She speaks to them calmly and warmly and her approach to behaviour issues and children's emotional needs promotes their self-esteem exceptionally well.

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