

Inspection report for early years provision

Unique reference number	126850
Inspection date	09/03/2009
Inspector	Karen Scott
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

This childminder was registered in 1999. She lives with her husband and their two children, one of whom is an adult, in Westbere, Canterbury, close to local shops, pre-schools, schools and the park. The whole ground floor of the childminder's house is used for childminding. There is a downstairs toilet, and a fully enclosed garden for outside play.

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

The childminder attends several toddler groups on a regular basis. She is a member of an approved childminding network.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children make excellent progress in a warm and friendly environment, accessing a range of activities and resources that extend their learning in all areas. An excellent understanding of equality of opportunity, a positive attitude towards diversity and a desire to meet children's individual needs promotes inclusion for all children. Continuous assessment of the care that children receive and a desire to continuously improve outcomes for them has already seen improvements and makes for an outstanding environment that children are very happy to attend.

What steps need to be taken to improve provision further?

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

- continue to reflect on practice, identifying strengths and priorities for development that will improve the quality of provision for all children.

The leadership and management of the early years provision

Children benefit from very well organised space, time and resources. They receive lots of adult support, making them feel secure and confident. The childminder takes a professional approach to childminding and ensures that she keeps herself well informed of current childcare practices by attending relevant courses and through liaising with other childminders. She honestly evaluates her practice and the care that children receive and recognises her strengths and areas that she feels will improve the experience for children at her setting. Targets that are achievable are immediately worked towards. For example, the childminder would

like to give children more opportunities to access technology, such as computers, which she feels would also aid their mathematical development. Steps are already being taken to achieve this. The childminder monitors any improvements to ensure that they are providing the best outcomes for children. Parents and carers are kept informed of the childminder's practice through detailed policies and procedures, regular newsletters and clearly displayed notices in the play room. Daily diaries are used for two way communication between parents and the childminder and parents are encouraged to look at their children's portfolios whenever they wish. Parents and carers are very happy with the warm and loving environment that they believe the childminder provides. They feel that their children are educationally enriched and that communication from the childminder is excellent, leaving them feeling very well informed. The childminder finds out what children are participating in at other settings in order to enhance and extend their learning. She has attended training in child protection and understands the importance of keeping her knowledge updated. The childminder understands her role in the protection of children, sharing this with parents. She has an excellent knowledge of the signs and symptoms of child abuse and the procedures to follow should she have any concerns about a child in her care. This helps to safeguard children from harm.

The quality and standards of the early years provision

Children benefit from playing in a dedicated room where toys and resources are easy to see, clearly labelled and easy to access, allowing children to make choices about what they play with. Their artwork is displayed in an attractive manner, making them feel valued. Children are kept safe as the childminder undertakes thorough risk assessments of her home and all other places visited, such as wildlife parks and toddler groups. Children are reminded about safety and the reasons why they do not run indoors, for example. Children learn the importance of personal hygiene. They know when and why they need to wash their hands. For example, after independently accessing tissues to blow their noses, children put them in a lidded bin and wash their hands with soap and water whilst discussing that although you cannot see germs they can make you poorly. Children also have individual hand towels which are named but are also different colours enabling them to identify their own. Meals are home made and prepared with fresh ingredients and local produce which children enjoy looking at and learning about. They make choices about which of the different vegetables they would like to have for lunch and help in the preparation of it. Snack time is a social occasion as children sit at the table together and engage in conversation. Children are given healthy snacks and alongside fruit that they are more familiar with are encouraged to try more unusual ones, helping them to establish a healthy eating pattern. Children play outside whatever the weather as a gazebo protects them from inclement weather. They enjoy regular walks in the local area, therefore understanding the need for exercise as part of a healthy lifestyle. Children are encouraged to bring resources from home to ease the transition and to encourage sharing. For example, children enjoy a story with the childminder which a child brought from home and is keen to share with his friends. Children take pride in their environment. When a book is torn it is taken straight to the childminder for mending, a task which the children help with. They willingly tidy up, a process

which involves lots of discussion and interest in the resources being put away. To help children make choices about what they wish to play with a range of picture cards is available which children can point to. This helps children who are new to the setting and not yet sure of what is available and those unable to vocalise their needs.

Children are encouraged to be independent learners. They enjoy child- and adult-led activities and benefit from a childminder who becomes involved in their play, extending their learning, but who also stands back and lets children make choices and lead their own play. Activities are planned around a theme. For example, at the moment children are learning about the post office through role play as well as visits from a postman, a visit to the sorting office and making Mothering Sunday cards which they will mail to their parents. Photographs of the postman's visit are displayed and children enjoy looking at them and talking about this. Each child has a portfolio where written and photographic observations are placed. The childminder uses these observations to make plans to extend individual children's learning and children are making progress through the stepping stones. A wide range of activities and access to many different and interesting resources help children to develop in all the areas of learning. Children learn about nature on walks and when planting seeds which they take home to continue harvesting, making a connection between home and the setting. Children are encouraged to recycle and they place used foil, for example, in the recycling container.

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

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 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.