

Inspection report for early years provision

Unique reference number	125258
Inspection date	23/02/2009
Inspector	June Fielden
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 2000. She lives with her husband and two children, aged nine and 15, in Tunbridge Wells, Kent, close to shops, parks and schools. The whole ground floor of the childminder's house, plus a bedroom on the first floor are used for childminding. There is a fully enclosed garden for outside play. The family has a pet cat.

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 currently has five part-time children on roll in this age range. The childminder also offers care for children aged up to nine years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from local schools and regularly attends a toddler group. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in a friendly environment in which the childminder effectively meets their needs and ensures her records are well kept. She has recently attended training in the Early Years Foundation Stage (EYFS) to update her knowledge, and strives to ensure that children enjoy their learning experiences. The childminder invites parental feedback on the quality of the service she provides and liaises with others involved in children's care. Through self-evaluation she shows that she is well aware of her strengths and areas for development. The childminder successfully provides opportunities for children to learn about the world around them.

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 for assessing children to effectively plan for their next steps in learning

The leadership and management of the early years provision

Children benefit from the childminder's effective partnership with parents. The open relationship she has with them enables parents to discuss any issues concerning children's welfare. Parents are encouraged to use the daily diary the childminder completes for their child as a two-way system of communication. In addition, they know that they can speak to the childminder at the end of the day and call or text her at any time to check on their child. Parents are made aware of the learning and development requirements of the EYFS. The childminder displays

her planning for parents to see, should they wish to follow up anything she is teaching children at home. Letters from parents show that they are pleased with the quality of care and activities the childminder provides for children. The childminder has appropriate knowledge and understanding of safeguarding procedures and of how to report her concerns.

The childminder's efficient self-evaluation identifies her organisation of mealtimes as one of her strengths. She makes them a sociable occasion for children, sitting with them to develop their language skills through conversation. The childminder has noted that she could develop this experience further for older children by involving them more in the preparation of food. She also sees her monthly fire drills and the way in which she raises children's awareness of other cultures and disabilities as her strong points. The childminder believes that self-evaluation has enabled her to see areas that she still needs to build on, and has put an action plan in place. She is continually developing her practice, and has rectified the areas for improvement identified at her last inspection, which include ensuring that children are involved in selecting the resources that are made available to them each day.

The quality and standards of the early years provision

Children are provided with effective opportunities to assist them in making good progress across all areas of learning. There is an effective balance of adult led and child initiated activities. The childminder has long term planning in place, based on a variety of different themes, which she breaks down into monthly and weekly planning. This is fairly flexible, and topics are continued into the following month if there is something children are particularly interested in. The childminder makes regular observations of children and these are recorded in their files, with photographs and examples of their work. She has begun to look at the next steps in children's learning when making her observations, and sees the area of assessment as one for further development. The childminder introduces number into everyday activities, encouraging children to count the toys they are using with her. One young child showed particular interest in this activity, continuing to do this on their own. They learn about different festivals and religions, for example, children eat a Chinese banquet with chopsticks to celebrate Chinese New Year. Children exercise in the childminder's garden as they catch balls that the childminder throws to them and roll large hoops to her. They develop their imagination as they experiment with the role play equipment, using a child size work bench with hammers and other toy tools. The childminder shares books with children and asks them questions about the story to engage their interest.

Children are taught how to cross the road safely, and the need to hold hands on outings. The childminder records all visitors to her home and children are unable to leave the premises unsupervised. Efficient safety measures are in place to minimise risks, such as the use of a stair gate to prevent children entering the kitchen unsupervised. There is a good range of toys and equipment to meet all children's needs, and the childminder completes regular risk assessments and keeps a record of when they are reviewed. She raises children's awareness of healthy habits, as they are reminded to put their hand over their mouth when they

cough, and boxes of tissues are available for their use. Children are offered meals prepared from fresh ingredients and snacks that include fruit and rice cakes. The childminder records all accidents and medication given to children. The childminder promotes good behaviour with praise and reasons with children when their conduct is inappropriate. Children learn to share and take turns, tidying away resources when they have finished with them.

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

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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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