

## Inspection report for early years provision

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<b>Unique reference number</b>	126088
<b>Inspection date</b>	06/01/2009
<b>Inspector</b>	Freeda Wildon

<b>Type of setting</b>	Childminder
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## 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 1994. She lives with her partner and three children in Broadstairs, Kent. The whole ground floor of the childminder's house is used for childminding and children have access to the bathroom on the first floor. 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 five children under eight at any one time. She also cares for children over eight years. She is currently minding five children in the early years age range. The childminder walks to local schools to take and collect children. The childminder attends the local toddler group. The family has birds in aviaries in the garden.

The childminder has experience supporting children with learning difficulties and/or disabilities. She is a member of an approved childminding network.

## **Overall effectiveness of the early years provision**

The childminder has a strong commitment to provide the very best care for children. Her knowledge of the Early Years Foundation Stage (EYFS) is very good, as a result she plans an excellent range of stimulating and purposeful activities based on children's interests and abilities. Children are making very good progress because the childminder uses formal assessments to ensure that individual needs are met and their next steps are identified and planned for. The childminder shares valuable information with parents daily and has regular formal meetings with parents to support their children's learning. She reflects daily upon her practice and formally uses the self-evaluation system to identify her strengths and weaknesses.

## **What steps need to be taken to improve provision further?**

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

- prepare a log to record complaints from parents

## **The leadership and management of the early years provision**

The childminder provides a warm and friendly home from home for children who are clearly happy and contented in her care. Robust formal risk assessments mean children play in a secure environment and are safe when they are away from the setting. The childminder's strong knowledge of child protection issues and up to date training protects children from harm and abuse. All required documentation to support children's welfare and education is maintained to a high standard. Posters displayed on the walls and information from parents' questionnaires confirm that

parents understand how to make a complaint. The childminder has had no complaints but as yet she has not prepared a log to record any future complaints. The childminder's current first aid training and up to date first aid boxes allow her to take appropriate action in an emergency.

Regular practise of fire drills, visits to the local fire station and house rules help children learn to take responsibilities for their own safety. The childminder thrives on continuous improvement and is committed to providing best outcomes for children. This is evident in her eagerness to learn and improve. She has attended many workshops and short courses to further develop her knowledge and understanding of childcare and education. She shows professionalism in her practice. Since the last inspection all recommendations have been addressed and many more improvements have been made for a much improved service. Partnership with parents and other carers is very good. Parents speak very highly of the childminder. She has established formal and informal channels of communication with parents to discuss children's progress and to ensure that their individual needs are met. Comprehensive daily diaries for each child are shared with parents containing photographs and information on how the child has spent his/her day. As a result, parents feel comfortable leaving their children in the childminder's care. Parents are encouraged to take part in their children's learning by contributing to topics, for example, planting seeds in the garden. The childminder has very good links with the local infant school which some of the children attend. She runs the local childminding group and the local schools 'extended portfolio' for wrap around home childcare. This demonstrates her commitment to providing an excellent childcare service and good partnerships with other carers.

Much thought has been given to the organisation of the environment which is child centred allowing children to be independent and learn at their own pace. Toys are accessible and clearly labelled in order that children can have free choice; this gives them confidence and self-motivation.

## **The quality and standards of the early years provision**

Children are making very good progress in all areas of learning because of the childminder's clear knowledge and understanding of the EYFS framework. The childminder uses her observations on each child to plan a stimulating range of activities tailored to individual needs taking into account children's interests. There is a good balance of child initiated and adult led activities. The childminder plays alongside with the children ready to support them. For example, while playing with the train set she supports and extends children's learning by making them think, reason, and solve problems. This enables them to become independent learners and build their confidence. Children are developing excellent language skills because the childminder spends time talking to them, singing and story telling. She asks open-ended questions allowing children to think for themselves.

The environment is rich in print and many photographs are displayed of children at work and play. They take delight in sharing and recalling the experiences of many outings in the local community, for example, visits to the local beach and to the

zoo. The activities that help children develop knowledge and understanding of the world are extensive. Many science projects have been undertaken such as mixing different compounds and observing the reactions. During the summer children spent time talking about planting and growing fruit. They learnt about germination and how to grow seeds. Children are learning to take care of their environment by tidying up and recycling. The childminder promotes an inclusive environment. All children have access to the computer; the keyboard has been modified in order that all children regardless of their ability can access the games. Many resources reflect positive images of society and children celebrate their own and other festivals around the world giving them a balanced view. Children's creativity is fostered well; the childminder provides materials for children to encourage use of their own imagination. She allows them to represent their unique and individual perception of the world unrestricted by adult ideas.

Many opportunities within the home, in the local community and at childcare groups allow children to take part in regular physical exercise which contributes to good health. Excellent procedures are in place to encourage children to be healthy. For example, children learn about the spread of infection through hand washing at appropriate times, wiping their noses and correctly disposing of the tissues. Children's good health is promoted as they clean their teeth after meals; they learn through activities which foods are good for them. Children's behaviour is very good because the childminder has positive strategies in place and works closely with parents to manage their behaviour. They are respected by the childminder who offers praise and encouragement and more. For example, alongside praise she tells children how much she likes their work. Children in turn are respectful of others and show concern for others. There are many reward systems in place to show children that they are valued. These build children's 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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.

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.