

## Inspection report for early years provision

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<b>Unique reference number</b>	EY380795
<b>Inspection date</b>	22/06/2009
<b>Inspector</b>	Cilla Rachel Mullane
<b>Type of setting</b>	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2008. She lives with her husband and two young children in a bungalow in a residential area of Whitstable, Kent. The whole of the childminder's house, except for the master bedroom, is used for childminding, and there is a fully enclosed garden for outside play. There are no stairs, but several low steps.

The childminder is registered to care for a maximum of four children under eight at any one time and of these, not more than two may be in the early years age group. She is currently caring for four children in the early years age group on a part-time basis. The childminder is also registered on the voluntary and compulsory parts of the Childcare Register, and cares for children aged under eight years.

The childminder walks to local schools to take and collect children. She attends the local parent and toddler group. The family has a dog.

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

Overall the quality of the provision is good. The childminder has an excellent knowledge of children's individual needs and interests, which enables her to successfully promote children's welfare and development in all areas. An effective partnership with parents means that they are fully involved in their children's care and learning, and their views are taken into account. Her capacity to maintain continuous improvement is good, due to her ability to reflect on and evaluate her practice, which leads to well targeted changes and improvements to her childminding service.

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

To further improve the early years provision the registered person should:

- promote positive attitudes to diversity through activities that encourage children to learn about and value different aspects of their own and other people's lives

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

The childminding service is carefully organised, with accurate documentation, clear policies and procedures, and routines that meet the needs of all children. The childminder ensures that she continues to offer a good service by attending training, such as workshops about observations, assessment and planning. She is undertaking a childcare qualification to further improve her practice. She uses various methods to evaluate her practice, which enables her to target areas for improvement that have a positive impact on children's care and learning. For example, she has considered the effectiveness of her use of observations to inform

planning, and now successfully plans activities that help individual children to make good progress. She evaluates the children's developmental records to make sure they are progressing in all areas.

A strong partnership with parents ensures that they are fully informed about their children's time with the childminder. She listens to and acts upon their views, for example, taking children to the Rare Breeds Centre. She is respectful of parents' wishes, for example, following special diets, and using recipes offered by parents. Letters from parents express satisfaction with their children's care. They appreciate the loving and stimulating environment, the regular outings, such as to the beach, shops and library, and the music and craft activities.

The childminder works in partnership with other settings attended by minded children, such as schools, so that children receive continuity of care. She helps the children with their homework, and finds out about current activities by chatting with teachers. She can therefore incorporate relevant topics into her planning, to reinforce children's learning.

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

All children in the Early Years Foundation Stage (EYFS) make good progress towards the early learning goals. Each has an 'all about me' book, where photographs and observations show their achievements in all areas of learning. This progress is summarized on forms for parents, and used very effectively to identify areas to help them progress. For example, a child's personal, social and emotional development is promoted by offering opportunities to join in activities, such as picture dominoes, to help them learn about sharing and turn taking. Parents' views are taken into account when planning for individual children, for example, with encouraging to stand and walk, and potty training.

Children very much enjoy their time with the childminder. Activities are flexibly planned around a theme, which is currently bears. They march around the hall playing instruments in a bears' band, prepare food for a teddy bears' picnic, and act out the story about a bear hunt. The childminder is skilled at noting children's interests, and extending activities that interest them, so children learn from activities that they enjoy. For example, small children have fun sitting in a cardboard box, this becomes a train, and children sing 'The wheels on the train go round and round'.

Children play and learn in an environment where their favourite toys are readily accessible. The childminder chooses age appropriate and preferred toys daily. In addition, children pick books from the shelves, and enjoy playing in the play kitchen, which is well equipped with pretend food. The new 'dark den' is a success, and children are fascinated by the coloured lights, and use their imaginations to turn it into a bears' cave during a bear hunt. Good use is made of the local community, so children are learning about the community around them. They go to the market to buy fruit for their snacks, and visit the lifeboat station and harbour. They are starting to think about the wider world, for example, they are fascinated by Japanese writing, and look at the map to discover where Asian

people come from. The childminder is keen to develop this area of her work, so that children further learn to respect differences and diversity in society.

Children enjoy close affectionate attention from the childminder. She listens to and acknowledges small children's attempts at speech, showing her interest. She notices when they achieve something new, and their confidence increases and they glow with pleasure as she praises and encourages them. Displays of photographs show children proudly displaying their achievements, such as a completed puzzle and they therefore develop good self-esteem. House rules are displayed and discussed with children, for example, 'use our manners', 'listen to each other' and 'take turns'. Children remember these as the childminder reminds them regularly to reinforce their meaning. Children are confident and independent, due to gently encouragement, for example, to wash and feed themselves.

The welfare of children in the EYFS is well promoted, and children's health and safety are a priority. Clear and appropriate procedures for safeguarding children and regarding complaints, guide the childminder's practice and inform parents. Therefore, children would be well protected from harm and neglect. Careful procedures protect children from the spread of infection. For example, toys that children put in their mouths are cleaned daily, and highchairs are cleaned effectively after use. The childminder has invited an environmental health officer to visit, and acted on his advice. Children learn about keeping themselves clean when they are lifted to the mirror to check their faces are thoroughly wiped. Signs around the setting remind children about hand washing. Children are encouraged to lead healthy lifestyles. Together they follow the government scheme 'Change 4 Life', and children are excited to add colourful stickers to the chart when they have exercised, or eaten healthy food. Trips to the market to buy fresh food reinforce the message about making healthy choices. Measures to ensure children's safety within the setting and on outings are thorough. Effective risk assessments are carried out, there is an emergency bag ready in case of fire, containing items, such as a first aid kit and children's contact records, and emergency evacuation is practised with all the children, with care taken not to frighten the youngest ones.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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