

Inspection report for early years provision

Unique reference number	EY272924
Inspection date	25/08/2009
Inspector	Cilla Rachel Mullane

Type of setting	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 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 2004. She lives with her husband and two children in a residential area of Tunbridge Wells. The ground floor of the childminder's home is used for childminding, and there is a downstairs toilet. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of two children in the early years age range at any one time, and is currently minding two children. She is also registered on the compulsory part of the Childcare Register to care for children aged over five years.

The childminder collects children from the local school and attends toddler groups on a regular basis. She is a member of an approved childminding network and is currently in receipt of funding for early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children in the Early Years Foundation Stage (EYFS) have a positive experience whilst in the childminder's care because she is knowledgeable about how children learn, and uses effective planning to provide for individual children's learning and development. She has a professional approach, training and is achieving qualifications to improve her practice, and maintaining thorough written records. She works well in partnership with parents, exchanging relevant information to ensure continuity of care. Her good use of self evaluation enables her to constantly improve her service to children and parents.

What steps need to be taken to improve provision further?

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

- develop the provision of activities and resources which promote positive attitudes to diversity, to help children to value aspects of their own and other people's lives

The leadership and management of the early years provision

The childminder organises her childminding service well. The documentation which enables her to care for children effectively is all in place: for example, she has thorough records of children's contact details, and parents' written permission for relevant aspects of their children's care, such as permission to seek emergency medical treatment or advice. She has recently achieved a childcare qualification, and regularly attends training: she is therefore able to use her expertise to benefit the children. For example, 'planning for the EYFS' has enabled her to plan enjoyable activities which are tailored to individual children's needs.

The childminder uses self evaluation effectively to develop and improve her practice. She makes very good use of her 'reflection book', where she notes areas for change and improvement. For example, she recognised the need to obtain feedback from parents to guide her practice, and devised and sent out a questionnaire accordingly. She has realised that parents need to know how their children are kept safe when using the trampoline, and has devised a policy to guide her practice and to inform parents. This book is a clear record of well targeted areas for development, which leads to positive action to improve outcomes for children.

Partnership with parents is a strength. Children benefit from effective methods of communication between the childminder and parents: daily use of contact books tell parents what children have enjoyed and achieved, such as dressing up and role play, and what they have eaten, such as tuna pasta bake. Parents' views are actively sought by the childminder so that she is aware of what she does well, and what parents want. Questionnaires and references demonstrate that they are pleased with the flexible service, cleanliness, the menu, methods of communication and their children's happiness.

Children are well protected from harm and neglect, as the childminder understands her duty to safeguard children, and current safeguarding procedures. Attendance at training gives her up to date knowledge of procedures, and clear policy statements accurately inform parents. Furthermore, parents receive clear information about how to make a complaint, if necessary, further protecting children.

The quality and standards of the early years provision

Children in the EYFS make good progress towards the early learning goals. The childminder uses careful planning to ensure that children's individual learning needs are met. She systematically observes and notes children's achievements, which are recorded and used to build on their existing knowledge. Relevant experiences and activities are then planned, which take into account children's interests, to help children progress in their learning and development. Children therefore make good progress and enjoy their play and learning.

The learning environment is welcoming and interesting, with a dedicated playroom where children can self select from labelled boxes. They benefit from activities in the fresh air, such as bouncing on the trampoline, and enjoying pretend tea parties outside with the kitchen, kettle and pretend food and crockery.

Children's personal, social and emotional development is well promoted. They are kind to each other, and share willingly, saying 'sharing's a bit nice'. The childminder takes time to let children chat about anything that might be worrying them, and as a result, children are helped to understand and deal with their feelings. Children are interested in the activities on offer, concentrating for long periods and sticking and cutting to make a paper plate of food.

Children's knowledge and understanding of the world increases as they enjoy

exciting visits to the zoo, they meet other children and adults at toddler groups, and they have fun picking strawberries: events which they recall with enthusiasm. They therefore have good opportunities to learn about the natural world and their local environment. They learn about diversity in society through celebrating festivals and using a range of toys which reflect differences; the childminder plans to develop this aspect of her work.

Children behave well, and they learn right from wrong, due to the childminder's praise and the good example she sets. Their self esteem is promoted well, as their achievements are recognised and praised. As a result they feel valued, and confident to try new experiences. They do not have to be reminded about good manners, spontaneously thanking the childminder, for example, for their lunch. The childminder places a good emphasis on building children's confidence within the setting, and quiet children are gently encouraged to chat and take part. Consequently, they feel safe and secure.

Children's welfare is a priority. The childminder provides a safe and welcoming environment, and has completed a thorough risk assessment, which is updated monthly. For example, she ensures that they can exit the building promptly in case of fire by keeping the playroom doorway free of toys. When undertaking outings, she ensures children's safety by checking she has their contact details, a first aid kit, and she talks to children about road safety. Children are able to discuss their safety outside the home: they describe staying close to the childminder, and waiting for the green man to appear before crossing roads. Fire safety is made relevant to children by chatting whilst watching 'Fireman Sam'.

Children's health is protected by the childminder, who helps them to learn about good personal hygiene such as washing their hands when they have used the toilet, or after playing outside. Children have their own towels, which effectively minimises the spread of infection between children, and they recognise and use these without needing to be reminded. Food is nutritious, such as ham and cheese, fruit and vegetables, and the message about making healthy choices is reinforced when children choose a sandwich filling from the fridge, and help to make the sandwiches. Eating healthily is even more enjoyable when they take their food outside onto the picnic rug.

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

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