

Inspection report for early years provision

Unique reference number	126824
Inspection date	10/02/2009
Inspector	Linda Margaret Nicholls

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 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 has been registered since 1995. The provision is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. Registration is for five children under eight years. There are currently five children on roll. Registration does not include overnight care.

The childminder lives with her husband and three children in New Ash Green, Longfield, Kent. The home is within walking distance of bus routes, schools, playgroups, carer and toddler groups, library, leisure centre, shops and a park. The whole of the ground floor is used for minding. There is a fully enclosed garden available for outside play.

Overall effectiveness of the early years provision

The childminder provides a welcoming inclusive service in which boys and girls are treated as individuals and their welfare needs are effectively met. Children learn to value diversity and difference through a range of activities and resources including music and foods. The childminder is proactive and professional in her development. Her methods have a positive impact on the quality of children's play because she has initiated a self-evaluation process. There are effective strategies in place to monitor her practice for the continuous improvement of her provision.

What steps need to be taken to improve provision further?

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

- continue to develop knowledge and understanding of the Early Years Foundation Stage learning requirements for the identification of the next steps of learning so that planning may support their individual progress.
- continue to review and monitor the records, policies and procedures required for the safe and efficient management of the setting and to meet the needs of the children.

The leadership and management of the early years provision

The childminder reflects on her practice objectively. She is enthusiastic and creative in her application of the learning and development requirements of the Early Years Foundation Stage. She shows very good aptitude to improve her provision for children, although no formal records of her monitoring procedures are maintained. She organises documentation methodically and has compiled simple written policies that keep parents informed of her methods. All required records and permissions are in place. The childminder establishes caring and supportive working relationships with parents providing them with detailed records of their child's progress and development although next steps to learning are not identified. Links have been developed with other providers of the Early Years

Foundation Stage, including childminders and schools which help the childminder meet and extend children's learning. Children are safeguarded and secure. The childminder is proactive in refreshing her professional training with local authority specialists. She has a competent understanding of what to do should she have concerns for a child in her care. Parents are advised of her procedures and the appropriate contact numbers.

The quality and standards of the early years provision

Children are active and enthusiastically engaged throughout their stay with the childminder. They enjoy a range of challenging experiences such as playing with play dough and a free standing kitchen unit or energetically playing Twister. Children have independent access to a wide range of attractive equipment that supports their play across all areas of early years learning. The childminder has an established understanding of the value of play. Children's progress through the Early Learning Foundation Stage is recorded from observations however, next steps to learning are not indicated. Children's vocabulary is extended as the childminder asks if their play meal is 'cold, warm or hot'. They know their own age and the age of another and know they are older.

Children experience a suitable balance of adult-led activities and those they may choose for themselves. The childminder asks children what they would like to play with and provides resources to support their choice. Boys and girls look at books that show a range of jobs and roles in the community. A range of positive images in books, games, small world figures and foods reinforce cultural and physical diversity. Children move cushions and toys from the living room to the hall to make an enclosed space in which to play a game from their imagination. Effective working with parents and developing links with other providers of child care helps build good relationships and meet children's individual learning needs. The childminder has received copies of work sheets from the child's school that aids the development of pronunciation and reading so that their future well-being is assured.

The childminder interacts well with the children, joining in their play. She praises them when they make the correct sound and shape for letter recognition, when they spread their own bread, when they share resources and when they play well together. They learn to adapt and negotiate with others. She gives clear expectations of the behaviour she wants, providing a good role model and giving children time to respond during discussions.

Children are safeguarded effectively with clear procedures and contact numbers are displayed. They benefit from the efficient risk assessment of her home. Children remain safe as potential hazards are identified and action is taken to minimise risks. There is an effective emergency exit procedure and record of children's practice of it. The childminder teaches children good strategies to keep themselves safe, such as sitting at the table to eat or tidying away toys so they or others do not trip over.

Children learn about a healthy lifestyle because the childminder provides healthy

snacks. She liaises closely with parents in order to meet children's individual dietary requirements. They snack on ham sandwiches. Fresh water is available throughout their stay. The childminder reinforces effective personal hygiene routines and promotes children's personal independence and confidence.

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?	3
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

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

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 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.