

Inspection report for early years provision

Unique reference number	EY224945
Inspection date	12/03/2009
Inspector	Linda Margaret Nicholls
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 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 2002. The provision is registered on the Early Years Register and both the compulsory part and the voluntary part of the Childcare Register. Registration is for a maximum of five children and there are currently six children on roll, three of whom are in the early years age group. Registration does not include overnight care.

The childminder lives with her husband and children in Borough Green, Sevenoaks, Kent. Ground floor rooms are available for childcare with the toilet and sleeping upstairs. There is a secure garden for outside play. She is a member of the National Childminding Association, is studying the Diploma in Home based Childcare Level 3 and attends local toddler groups. The family have a cat.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. The childminder provides an innovative and inclusive service in which boys and girls are respected as individuals and their welfare needs are sensitively met. Children learn to value differences and similarities in others through an imaginative range of activities and resources. The childminder is highly professional in the management of her provision. Her clear and comprehensive methods have a persistent and positive impact on the quality of children's play and learning. A cohesive and systematic self-evaluation process illustrates the effective strategies used 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 high quality early years provision the registered person should consider:

- develop knowledge and understanding of the Early Years Foundation Stage learning requirements for the identification of the next steps of learning so that planning continues to support children's individual progress.

The leadership and management of the early years provision

The childminder reflects on her practice effectively and objectively. She is highly enthusiastic and creative in her application of the learning and welfare requirements. The childminder maintains accurate and extensive records of her monitoring procedures. Documentation is methodically compiled with clear written policies that keep parents informed of her methods. Requested information is used as a foundation for starting points and next steps to learning are identified. The childminder establishes a responsive and supportive working relationship with parents, providing them with detailed records of their child's progress and development towards the early learning goals. She has developed open links with

other providers of the Early Years Foundation Stage to extend children's learning and is active as a support childminder. Children are safeguarded and play securely. Safeguarding training has been updated and the childminder has a thorough understanding of what to do should she have concerns for a child in her care. Parents are aware of her procedures and the appropriate contact numbers.

The quality and standards of the early years provision

Children are purposeful, active and enthusiastic in their play. They enjoy a wide range of challenging experiences, such as building a railway, decorating a dream catcher and exploring the area by bus and train. Independent access to stimulating, vibrant equipment supports their creativity as they stick red balls onto card to celebrate Red Nose Day. The childminder has a versatile and established understanding of the value of play. Children's progress is recorded from observations that are assessed to clearly indicate next steps to learning.

Children experience a purposeful balance of adult-led activities and those they may choose for themselves. Boys and girls are asked what they would like to play with so that resources are provided to support their choice. A range of positive images in books, games, small world figures and craft works reinforce cultural and physical diversity. Boys and girls' vocabulary and conversational skills are supported by the childminder as she describes what they are doing and asks them questions that make them think critically. They gain confidence because she allows them time to respond. They choose the books they wish to look at, including Mr Funny's Red Nose and an interactive book about a farmer and a tractor. They point to photographs and know the names of children they meet at the childminder's.

Children take advantage of a flexible, adaptable environment to link sections of railway track, a bridge and a station, so that small figures or trains can be moved 'up' or 'down'. They learn to use number to count leaves, to problem solve or to judge distance and shape as they place paper shapes on card to make a Mr Funny face for Red Nose Day.

The childminder interacts caringly with the children, joining in and supporting their play. She praises them when they pronounce sounds clearly, when they share resources and play together. Children are provided with a good role model. Boys and girls learn to adapt and negotiate with others. They build strong relationships and develop positive social skills when they meet other children at outside events. Children gain confidence to pet a rabbit during a farm visit because the childminder teaches them to care gently for animals.

Children are safeguarding effectively with clear procedures, including a risk assessment of her home and of outside events. They play contently as potential hazards are identified and action is taken to minimise risk. Children know how to act should there be an emergency and records note when the exit procedure is practised. Boys and girls learn 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 healthy lifestyles because the childminder liaises closely with

parents in order to meet children's dietary requirements. Boys and girls name, taste and enjoy quizzes about fruit on 'Fruity Fridays' and grow pumpkins in the vegetable patch for Halloween. Fresh water is available throughout their stay. Boys and girls contribute to snack or meal times by helping to set the table. Children learn about effective personal hygiene routines, including activities covering dental health, and their personal independence is promoted.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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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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 since the last inspection or registration.

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.