

Inspection report for early years provision

Unique reference number	126347
Inspection date	09/03/2009
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 1990. The provision is registered on the Early Years Register, and both the compulsory and the voluntary part of the Childcare Register. Registration does not include overnight care. The childminder is registered for a maximum of six children under eight, of which no more than three may be in the early years age group. The childminder works with another childminder at the co-childminder's home. Together they may care for a maximum of six children under eight, of which no more than six may be in the early years age group. Currently they are caring for 15 children between them, of whom three are in the early years age group. Both childminders have equal responsibility for the childminding practice.

The playroom and kitchen of the premises in Sutton-at-Hone, Kent, are available for childminding. There is a secure garden for outside play. The childminder is able to support children with learning difficulties and/or disabilities.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Boys and girls are respected and encouraged to take part in thoughtful, inclusive activities. They make confident and steady progress through the six areas of learning in relation to their starting points and capabilities. Provision for their physical welfare and emotional well-being is excellent. Children's needs are sensitively met and their protection is assured because partnerships between parents and other providers is thorough, inclusive and highly effective. Established and substantive self-evaluation processes lead to continuous improvement of the 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:

- continue to develop knowledge and understanding of the learning requirements so that children's individual progress is supported and extended to form a secure foundation for their future learning.

The leadership and management of the early years provision

The childminder reflects on her practice purposefully and creatively. She consolidates her knowledge of the learning and development requirements with extensive planning for each child. Young children benefit directly from her recent training in the application of the learning requirements. She is acutely aware of individual needs, providing significant support and activities that value diversity of individuals and communities. The childminder shows an excellent aptitude to continue to improve her provision for children with highly effective monitoring

procedures. The childminder organises her documentation methodically and has compiled a wide range of written policies that keep parents closely informed of her methods. Parents and children are invited to assess her provision and to suggest ways it may be improved. The childminder has resourceful and supportive working relationships with parents, providing them with detailed tracking records of their child's progress and development. Next steps to learning are identified. General information about the Early Years Foundation Stage is prominently displayed. Links have been established with local childminders, pre-schools and schools, which supports and extends children's learning. Children are safeguarded, secure and play contentedly. The childminder has a clear and competent understanding of what to do should she have concerns for a child in her care. Parents are informed of her professional role.

The quality and standards of the early years provision

Children are active and enthusiastically engaged as they enjoy a range of challenging experiences, such as naming shapes, describing their imaginative play or attempting to balance on one leg. Children have independent access to a wide range of stimulating and attractive equipment that supports all areas of early years learning including electronic games, art resources and free standing items. The childminder's planning skilfully reflects an experienced understanding of the value of play. Children's progress is meticulously recorded with clear observations. Children select books to look at with the childminder who encourages them to extend their vocabulary and reasoning skills with questions that make them think. For example, she asks a child where they are going for a walk with the pull-along dog. Children giggle as they mirror her actions to pucker up their lips. They start to recognise number as they count frogs on a page, judge distance and shape as they place a lid on a pot. They explore concepts, such as big and little as they describe the bears, and gleefully make music with scrapers, bells and drums.

Children experience an inviting balance of adult-led activities and those they may choose for themselves. The childminder asks children what they would like to do, listens to their ideas and provides resources, such as frames for mobiles, paper, paints and crayons to support their choice. A range of positive images in books, games, small world figures and music reinforce cultural and physical diversity. The childminder creatively displays a board of family photographs to encourage children to discuss, note and recognise differences and similarities. Effective working with parents and liaison with other providers of early years provision help build good relationships and support boys and girls individual learning needs. As a result they welcome the challenge to meet the high aspirations the childminder holds of them.

The childminder interacts well with the children, joining in their play. She praises them when they share resources, such as the scissors or play cooperatively together. They learn to adapt and negotiate when they design and construct a bonfire poster from cut-outs of their hand shapes. The childminder gives clear expectations of the behaviour she wants, providing a good role model. Consequently, children develop positive attitudes, are well mannered and care for each other.

Children play safely. An effective and clear emergency procedure is displayed and a record is maintained of its practice. Children benefit from efficient risk assessments covering both internal and external areas. The childminder discusses simple strategies with children to keep themselves, and others safe, such as acting calmly, sitting at the table to eat or tidying away toys when these are no longer required. The childminder supports a healthy lifestyle liaising closely with parents in order to meet children's individual dietary requirements. She works sensitively to introduce a varied diet and daily routines with those about to start school. Fresh water and drinks are provided throughout their stay. Children get plenty of fresh air as they play in the garden. 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?	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.

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.