

## Inspection report for early years provision

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<b>Unique reference number</b>	124336
<b>Inspection date</b>	15/06/2009
<b>Inspector</b>	Susan Linda Capon
<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).

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 1998. She lives with her husband and three children aged five, nine and 11 years old, in a home situated in Dunton Green, Kent. All of the downstairs areas, plus two upstairs bedrooms are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time. Of these, three may in the early years age range. The childminder has a short term registration to care for four children in the early years age group on specific days of the week. The childminder is currently caring for four children in the early years age range on a part-time basis. Children over eight years old also attend the setting. The childminder offers care from Monday to Thursday throughout the year.

The family has a dog and two guinea pigs. The childminder is a member of the National Childminding Association (NCMA) and has a National Vocational Qualification to level 3 in childminding. She walks to local schools to take and collect children and makes regular use of the local amenities including the park, library and parent and toddler groups.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Every child's individual needs are well met at all times, enabling all children to make very good development and progress through the early learning goals. The children enjoy extensive opportunities to explore a wide range of stimulating toys, equipment and activities each day. The childminder ensures all children are fully included as they all participate in regular opportunities to develop their personal awareness of the local community and other people. Extensive risk assessments are fully implemented, ensuring the children's ongoing safety within the home, garden and on all outings. The childminder's self-assessment and evaluation of the provision, ensures she continues to develop the service she offers to the parents and children, meeting their individual needs at all times. She has developed excellent partnerships with all parents, ensuring everyone is fully involved in their child's progress, development and care each day.

## 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 the observation, assessment and planning arrangements for young babies ensuring their individual progress and

development is supported at all times.

- continue to develop childcare skills and knowledge by attending additional training opportunities as identified in the self-evaluation form, ensuring good quality childcare continues to be provided for the children attending.

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

The childminder has developed an extensive portfolio of information, including the policies and procedures that underpin her day-to-day management of the provision. She provides good life skills for all the children, enabling them to confidently move into the outdoor world as they progress and leave her setting. The childminder has excellent safeguarding awareness, ensuring the ongoing safety of the children each day. She encourages the children to keep themselves safe as they are out and about in the local community. For example, they understand they must take care when swimming and younger children always wear arm bands. The childminder has good arrangements in place for ensuring children's safety in an emergency. For example, another local childminder will care for the children, preventing them being left with any un-vetted persons.

The childminder spends time evaluating the service she provides, incorporating parents' views through a questionnaire. She has met all the recommendations raised at the previous inspection, demonstrating a clear ability to continually develop and improve her practices. The childminder has attended additional training courses, extending her childcare skills and practices. For example, she has completed her National Vocational Qualification to level 3 in childminding and undertaken training in observing and planning for the Early Years Foundation Stage. She intends to continue to develop her planning arrangements particularly for babies and to attend additional training courses when possible.

The childminder has developed her partnership with parents, ensuring they are kept fully informed and involved in their child's care, learning and development at all times. Parents love the home-from-home environment where their children enjoy bundles of activities, indoors and outdoors. Others are really pleased with the regular opportunities their child receives, mixing with other children of a similar age both in the home and when they go out and about. They all enjoy the regular newsletters and invitation to accompany their children on any outings or pop-in to play for a short time, during the day. The childminders ability to offer flexible childminding for parents who work shifts, enables their children to enjoy continuity of care. Their parents go to work safe in the knowledge their child is safe, secure and having a good time.

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

All the children are confident and secure in the setting. New children have settled very quickly and are happy and content with the childminder. For example, twin babies who have only attended for two weeks are confident to explore the toys and their surroundings. All the children have developed secure relationships with the childminder, her family members and other children attending the setting. This

makes them feel safe and secure and part of the family. The childminder plans an extensive range of activities each week, keeping the children interested, occupied and fully involved throughout the day. Children are encouraged to develop their self-help skills as they select their own resources from the wide range readily available in the dedicated playroom.

Children have ample space to explore their environment in safety. Babies enjoy crawling and developing their standing and walking skills as they use the furniture around them for support. The childminder implements her extensive risk assessments indoors, outdoors and on all outings, ensuring the children's safety at all times. For example, the stair gates fitted to the kitchen, stairs and open door leading to the garden, prevent children leaving the premises unnoticed. Children understand the importance of listening carefully, during the fire drill practices. All emergency safety equipment is in place and in good working order.

Children have a good awareness of the importance of keeping themselves healthy. They enjoy the food and drink provided by their parents, in line with the childminder's healthy eating policy. Everyone uses good hygiene routines. Children particularly understand the importance of washing their hands after touching the dog, guinea pigs or farm animals they see. The children discuss why the childminder disposes of dirty nappies out of children's reach, as they develop their awareness of the importance of preventing germs spreading. All the children enjoy regular opportunities to enjoy outdoor play in the garden or local parks and walking to and from school and with the dog.

Children enjoy a very well organised topic based programme of activities, incorporating their specific individual developmental needs. The childminder observes all the children well, charting their development and progress through the early learning goals, ensuring all six areas of learning are covered equally. She identifies their next steps for progression and possible activities that will enable children to achieve this. The childminder uses tracker books for younger children and is currently developing their activity programme as she becomes more used to their specific individual needs. Individual portfolios for each child incorporate photographs and artwork, making it a lovely record of the child's time with the childminder. A regular report of each child's personal progress and development is shared with the parents, incorporating ongoing plans for the future.

Children are developing very well through the six area of learning as they play and learn under the childminder's guidance and support. The childminder uses excellent strategies to help children think for themselves as she discusses activities with the children. Children enjoy unplanned activities, such as playing in the snow. They learn new words as they discuss how the snow crunches under their feet as they walk. Cooking activities enable them to develop their weighing and measuring skills. They enjoy mixing the ingredients, noticing how they change particularly once they are cooked. Using glue and sellotape for their models and pictures enables children to explore a range of materials. For example, a child has made her own open the flap picture. They enjoy regular opportunities to play with sand, water, paint, glue and dough at the childminder's home and other local groups they attend, for example, parent and toddler groups. Group activities develop the children's social skills as they play with children of a similar age and stage of

development. Children enjoy opportunities to explore other cultures as they see their name written in Chinese, enjoy trying to eat with chopsticks and making Chinese lanterns to welcome in the Chinese New Year. Outdoors at the Cooling's Garden nature trail they love to watch the pigs and the wallabies. Older children recognise the similarity to kangaroos. They play in the ball pool and use the sit and ride toys at the local soft play centre. Looking at themselves in the funny mirrors enables children to recognise how they change to look bigger and smaller. Children enjoy making special things for their daddy for Father's Day and wrapping their gift with the childminder's support. Babies enjoy exploring the shape sorters, listening to a story and moving around to the music. They smile and babble as they play. All the children are developing their understanding of being caring towards one another, sharing the toys and respecting others. Minimal behaviour management is required as children know the consistent rules implemented by the childminder. Older children occasionally need reminding not to pick up the babies as they might drop them. Regular praise and encouragement from the childminder, enables all the children to develop their confidence and self-esteem.

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

### Leadership and management

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

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

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