

## Inspection report for early years provision

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<b>Unique reference number</b>	EY217506
<b>Inspection date</b>	11/05/2009
<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 2002. She lives with her husband and their two children aged four and eight-years-old in a house situated in Sevenoaks, Kent. The whole of the childminder's house is available for childminding and there is a fully enclosed garden for outside play. The family has two cats.

The childminder is registered to care for a maximum of five children under eight years at any one time. She is currently minding 10 children on a part-time basis. Of these, five children are in the early years age range.

The childminder is a member of the National Childminding Association. She takes and collects children from local school. The childminder makes regular use of the local amenities including the parent and toddler groups and parks.

The childminder is 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 good. The childminder provides a bright, light, warm, welcoming and child-orientated home, where all the children can develop their independence skills and good self-esteem. Children can explore their boundaries indoors and outdoors as they have generally been made safe and secure. The childminder knows all the children attending well, ensuring she provides individual opportunities for every child to develop and progress to their full potential. Inclusive practice is actively promoted through the resources, activities and interaction with other children, enabling them to develop their awareness of other people and the world about them. The childminder develops excellent relationships with all parents, enabling them to be fully involved in their child's development, progress and care on a daily basis.

## **What steps need to be taken to improve provision further?**

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

- improve the safety of the premises by ensuring all electric sockets are inaccessible to the children at all times.
- improve the fire safety arrangements by ensuring the fire blanket is always secured in the kitchen making it readily available if required in an emergency.
- continue to develop the assessment and development records enabling all children to develop and progress at their individual rate through the early learning goals.

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

Parents are provided with an excellent prospectus for the provision, demonstrating the childminder's professional approach to her role and responsibilities. Well written policies and procedures complete the information, clearly demonstrating how she manages her provision on a day-to-day basis. She promotes good safeguarding procedures at all times, ensuring no child is ever left with an unvetted person.

The childminder has a clear picture of the provision she offers to the children and their parents each day. She has completed all the previous recommendations raised at her last inspection, alongside adding more resources and equipment for the older children, developing her policies and procedures and attending additional training opportunities to extend her childcare skills. She implements the Early Years Foundation Stage into her provision well. The childminder has a clear vision for the continued development of her provision as she intends to extend her premises, add a playhouse and swings to the garden equipment and attend relevant training opportunities wherever possible.

The childminder has developed excellent relationships with all the parents. They are very happy with the care she provides, feeling confident their child is in safe hands throughout the day. Some children have attended for several years, with their younger siblings now in the childminder's care. Continuity of care is fully promoted, ensuring the individual needs of all the children attending are fully met at all times. For example, individual sleep and rest patterns are maintained for younger children.

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

Children are very confident in the setting as they relate well to the childminder and her family, making them feel at home in the setting. They spend their day in a well resourced and organised provision, offering them plenty of opportunities to play, develop and learn. The dedicated playroom enables children to select their own resources from the good range readily available, developing their independence skills, confidence and self-esteem as they play. Additional items are available, enabling the childminder to regularly rotate her equipment, maintaining an interesting, stimulating environment for all the children attending.

Children have ample space to explore their boundaries. Good safety is maintained, although some electric sockets are not inaccessible to the children. The children are unable to leave the premises unnoticed as all doors are secure and stair gates prevent younger children accessing this area, without an adult to support them. The garden is secure and children are developing their awareness of how to keep themselves safe when off the premises. For example, children follow the Green Cross Code when crossing the busy roads. Good emergency evacuation procedures are regularly practised with all the children, ensuring they know how to behave and listen to the childminder's instructions. However, the fire blanket is not currently secured in the kitchen, making it unavailable for use in emergency.

All the children are developing a good understanding of the importance of keeping themselves healthy. Older children are involved in organising the menus, recognising the importance of incorporating fresh fruit and vegetables into these each day. Everyone enjoys regular opportunities to play in the garden or local parks as they develop their climbing, sliding and jumping skills. They understand the importance of washing their hands well after they have fed the animals at Christmas Tree farm. Separate bedding, good nappy changing routines and paper towels for hand-drying, keep the children free from infection. The childminder implements her food hygiene training, ensuring all food is suitably stored, prepared, cooked and served, preventing the spread of infection and cross contamination.

Children enjoy a good balance of adult-led and free-choice activities each day. The childminder knows all the children well, incorporating their individual needs into the setting throughout the day. She makes regular observations on each child, identifying their development and next steps to aid progression. For example, one child was pulls herself up and the childminder provides the child with regular opportunities to walk with a walker to gain confidence and walk unaided. The childminder is continuing to development her assessment and planning arrangements as she ensures all the children are developing and progressing through the early learning goals.

All the children are making good progress through the early learning goals. The childminder is aware some children are more advanced and require more specific activities to help them continue to progress. For example, she is providing opportunities for a child to extend her language skills through the use of phonics, complimenting activities provided by the pre-school and her parents. Younger children enjoy some one-to-one quality time with the childminder when the other children are at school or resting. This enables them to develop a very close relationship with one another. The childminder sits on the floor with the younger children, encouraging them to play and explore the toys and equipment. They look at books together with Hippy the Hippopotamus being a firm favourite. Children enjoy developing their creative skills as they make models with the dough, develop their pencil skills to produce their own pictures and explore the musical instruments. Role-play and dressing-up are a firm favourite with young and older children alike. Younger children are developing their recognition skills as they complete a puzzle with the childminder's support. They learn new words as they discuss the animals in the picture. For example, a child says sheep today. Children confidently make the jumping Tigger toy work, laughing with glee as it bounces up and down. Older children enjoy board games, playing on the play station and opportunities to develop their creativity through art and craft activities. Regular visits to the local parent and toddler group and childminding drop in enables younger children to develop their awareness of their local community. They also develop their social skills as they play with other children of a similar age and stage of development. Opportunities to develop their awareness of other people, race, cultures and disability are regularly incorporated into the childminder's programme. Children play with a child who uses a wheelchair and enjoy activities related to Diwali, Chinese New Year and Easter. All the children are developing respect for one another as they play well together, sharing and taking turns with

the toys. Regular praise and encouragement from the childminder encourages all the children to play harmoniously together.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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