

## Inspection report for early years provision

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<b>Unique reference number</b>	126116
<b>Inspection date</b>	27/04/2009
<b>Inspector</b>	Joanne Wade Barnett

<b>Type of setting</b>	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 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 1999. She lives with her husband and two children in Tonbridge, Kent. Children have access to the whole of the ground floor. There is a fully enclosed garden for outdoor play. The family has two cats and a dog.

The childminder is registered to care for a maximum of five children at any one time. She is currently caring for three children aged under five years. She also offers care for children before and after school. The provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools and pre-schools to take and collect children. She attends local toddler groups and regularly takes children to the park. She receives support from the local authority, is a member of an approved childminding network and National Childminding Association (NCMA).

## **Overall effectiveness of the early years provision**

Overall the quality of provision is good. The childminder offers a fully inclusive environment where all children's individual needs are provided for. Children's learning and development are supported well through the daily provision of practical play opportunities and visits within the local area. The provision for planning and assessment is evolving. The childminder recognises that she needs to be able to use reflective practice to help identify her strengths and weaknesses. This will help with a self-evaluation process so that the areas for improvement can be properly assessed and planned for in the future.

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

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

- continue to develop the use of observation and assessment records so that children's next steps are being clearly identified and used in leading future planning
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children
- ensure the main entrance is secure and safe at all times

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

The childminder maintains records and has a good range of written policies and procedures which reflect her childminding service and safeguard children in her care. She is starting to understand her capacity regarding meeting the Early Years Foundation Stage requirements and hopes to attend further training to support her

developmental needs. The childminder has a positive attitude to improving her knowledge and skills to ensure children are supported in developing to their full potential.

The childminder organises her service well to support children's health, safety and welfare. Good procedures are in place to keep children safe and the childminder uses risk assessments generally well to identify potential hazards. All precautions are taken within the home and garden as the childminder has a good awareness of safety. However, identifying potential risks at the main entrance have not been addressed. The childminder has a good awareness of her responsibilities in safeguarding children. She has completed relevant training and is fully aware of the procedures to follow if she has a concern regarding a child's welfare. Appropriate vetting procedures ensure that children are protected at all times.

There are strong partnerships in place with parents and the childminder ensures information is exchanged regarding children's care routines through daily diaries. Although the childminder discusses children's development on a regular basis and is planning to develop links with other organisations involved in children's care to further meet their needs, at present, there are no formal systems in place to involve parents or identify children's next steps in the assessment procedure.

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

Children's learning is progressing well. Children are happy, settled and confident and approach the childminder to have their needs met, such as a cuddle when they are tired before sleep times or to get a drink. The childminder has a flexible routine to her day to ensure children can follow routines from home. Children enjoy opportunities for fresh air and physical play in the garden, park and local places of interest.

The childminder provides a welcoming and well organised home. Children have easy access to a wide range of developmentally appropriate toys and equipment; this allows them to make choices and encourages them to initiate their own play. Resources, such as jigsaws, constructive toys and small world equipment, reflect positive images of diversity, so children learn to respect difference. The children receive sensitive and appropriate guidance from the childminder. This teaches them how to behave acceptably and introduces the notion of right and wrong.

Children feel very relaxed as affectionate relationships exist between the children and the childminder. The children receive effective support, which ensures that they are happy, secure, and able to make good progress in their learning and development. For example, she knows the children well and is aware of their personal likes, dislikes and individual characteristics. She gently extends their play and is aware of children's favourite activities. For example, when children show particular interest in a book, the childminder helps the children to find all the relevant resources to extend their ideas and develop their play. This ensures children participate in activities which they enjoy and helps children feel valued and supported appropriately.

## 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.	3

### 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?	3
How well does the setting work in partnership with parents and others?	2
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>	3
<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?	3
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

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