

Inspection report for early years provision

Unique reference number	125488
Inspection date	13/05/2009
Inspector	Joanne Wade Barnett
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 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 1992. She lives with her husband and one child in Tonbridge, Kent. Children have access to the whole of the ground floor. The bathroom is on the first floor and one bedroom is used for sleep purposes. There is a fully enclosed garden for outdoor play. The family have a dog.

The childminder is registered to care for a maximum of six children at any one time. She is currently caring for two 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 the provision is good. The childminder knows the children well and is beginning to develop her planning and assessment arrangements in order to meet children's individual learning and developmental needs. Children are safe and secure and benefit from a very relaxed and homely environment. Partnerships with parents/carers and other early years providers are developing well. Methods for self-evaluation are developing and this helps the childminder to make continuous improvements.

What steps need to be taken to improve provision further?

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

- continue to promote diversity and differences for children so they learn about valuing and respecting others, for example through resources
- continue to develop the use of observation and assessment records to include evaluation of children's learning and closer involvement with parents

The leadership and management of the early years provision

The childminder has a professional approach to her childminding and 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 well to identify potential hazards. All precautions are taken within the home and garden as the childminder has a good awareness of safety. 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.

Partnerships with parents are good. Parents have provided very positive written feedback regarding the childminder's standards of provision and information is exchanged on a daily basis regarding children's care routines. Provision to support children's learning and development is good and the childminder has a sound understanding of her role in supporting children's learning through quality play experiences. For example, children are delighted in a tasting session with a variety of different fruits. The childminder has completed some observations of children's progress and has a sound awareness of children's current stages in learning. However, the childminder does not consistently evaluate observations in order to inform future planning or involve parents in this process. As a result, these records do not always show how children's learning is planned for in accordance with their own needs.

The quality and standards of the early years provision

Children feel very relaxed and at home in the childminder's care. She offers a particularly kind, caring and sensitive approach and is mindful in supporting children's personal needs. 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 role-play, 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 that they enjoy and helps children feel valued and supported appropriately.

Children enjoy many practical activities that contribute towards their learning and development. For example, the childminder utilises play and games to extend children's understanding of number, colour, shape and letters. She has a very warm personality and interacts extremely closely with the children she cares for. Children enjoy sitting on the childminder's lap to look at books and delight in sharing stories together. The childminder uses very good strategies to encourage children's language development. She talks to children and reinforces their vocabulary through conversation. The children enjoy being outdoors and go for walks in and around the local community. Although, resources within the home to increase children's knowledge and understanding of the world is less evident.

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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

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