

Inspection report for early years provision

Unique reference number	125680
Inspection date	03/06/2009
Inspector	June Fielden

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 1994. She lives with her two children aged 16 and 12 in Tunbridge Wells, Kent, close to shops, parks and schools. The whole of the ground floor of the childminder's home is used for childminding and a bedroom on the first floor is available for children to sleep in. There is a fully enclosed garden for outdoor play. The family keep a pet hamster.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding five children in the early years age group. The provision is also registered on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from schools and regularly attends toddler groups.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in a warm and welcoming environment. The childminder has an effective understanding of children's individual needs and successfully promotes all aspects of their welfare and learning. She has an exceedingly good relationship with parents and others involved in children's care, and parents' opinions are sought on the evaluation of her practice. The childminder is aware of her key strengths and areas for further development, and is continually striving to further improve her practice.

What steps need to be taken to improve provision further?

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

- ensure that all wires that are accessible to children in the home are included in the risk assessment, and that the planned improvements to the garden, which are referred to in this document are completed

The leadership and management of the early years provision

Parents are kept exceptionally well informed of their child's progress by the childminder. They can see their development records at any time and are encouraged to add their own comments to them, enabling them to be involved in their child's learning. The childminder's planning is also available to parents and she produces regular summaries for them on their child's progress. Information on the Early Years Foundation Stage (EYFS) is provided in children's files, to raise parents' awareness of this document. Parents know that they can call or text the childminder at any time and letters from them are complimentary about the care she provides. They are made aware of the childminder's complaints procedure and

how to contact Ofsted. The childminder provides parents with questionnaires to enable her to seek their views and to see whether there are any changes they would like her to make. She exchanges information with other settings that children attend, and finds out about what they are learning there, to enable her to follow up on this work. The childminder has a good understanding of how to protect children from harm, as she has recently updated her knowledge on this subject.

The childminder has attended a wide range of training courses since her last inspection, to assist her in improving her practice. These include training on inclusion, which has enabled her to further develop her knowledge of how to promote each child's interests, taking account of the different cultures they are from. She intends completing the rest of her NVQ at Level 3 in childcare, to enable her to continue developing her practice. The childminder effectively identified some of her strong points as the way in which she is always encouraging children, constantly talking to them and getting down to their level to participate in their play, also, her relationship with parents and the way in which they respect her opinions and advice. The childminder has addressed the recommendation made at her last inspection, to develop a system to record and monitor children's ongoing development and achievements. In addition, she has also developed her planning, which she feels has assisted her in identifying the areas she needs to work on with children.

The quality and standards of the early years provision

Children experience an effective balance of adult-led and child-initiated activities. Purposeful planning meets children's individual requirements and is flexible enough to respond to their interests. The childminder produces a six week individual plan for each child that is based on their next steps in learning. These are identified in the exceedingly detailed records of the regular observations she makes of the children in her care. The childminder uses the EYFS to inform her planning and the activities she makes available to children to cover all areas of learning. She keeps an excellent record of children's progress, showing that they are making exceptionally good progress in their learning and development. Children are provided with extensive opportunities to practise their mark making skills, which include sessions where they all sit down together for this activity. They use different coloured felt tips, and pencils, while the childminder asks them questions about the colours they are using. She provides supports for younger children at their level, enabling them to join in with the older ones, who are praised when they show that they can draw straight lines. A substantial amount of play equipment is available to children in the childminder's garden, including a play tunnel, small slide, balls and other resources. This enables them to exercise effectively and develop their large muscle skills. The childminder raises children's awareness of their environment through outings in the local area. She has an effective understanding of how to assist children with learning difficulties and/or disabilities in their development. The childminder cares for children that speak more than one language and she ensures that she uses a few words in French when speaking to them, to show that she values their differences.

Children are taught to follow effective hygiene routines, such as washing their hands before they eat and after using the toilet, to avoid the spread of infection. They are provided with healthy options at meal times and are given a choice of what they would like to eat for their lunch. Water is always available to children to ensure they are not thirsty. The childminder has obtained all the appropriate permissions to ensure children's welfare. She also has some effective safety measures in place, including the use of gates to prevent young children accessing certain parts of the home unaccompanied. She also has a written record of her risk assessment, which includes some areas of her garden where the ground is not level, and for which further development is planned. Although, there are some wires that are accessible to children in the childminder's home, which are not currently included in the risk assessment. Children behave well while in the childminder's care, as she is always positive with them and teaches them to be helpful towards each other. The childminder uses a computer with children to develop their skills in information technology and they have learnt to share well during their play.

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?	1
How well are children safeguarded?	2

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?	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?	1
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