

Inspection report for early years provision

Unique reference number	125700
Inspection date	13/05/2009
Inspector	Alison Weaver
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 has been registered since 1996. She lives with her husband, three adult children and a lodger. They live in a three storey house in Tunbridge Wells near to schools, parks and shops. The whole of the ground floor and a first floor bathroom are used for childminding. There is a fully enclosed garden available for outside play. The childminder has two cats.

The childminder is registered to care for a maximum of four 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 four children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder attends local carer and toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are settled, confident and make good progress in their learning and development. Their welfare needs are met well and good procedures are in place to keep them safe and healthy. Satisfactory links are formed with parents and other providers to help support children's learning. The childminder is taking some steps to evaluate her practices in order to improve outcomes for children.

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 observation and assessment system to record children's individual progress in all areas of learning, identify learning priorities and plan for each child's continuing development
- develop opportunities for parents to be involved in children's learning and development
- continue to evaluate the childcare provision in order to continually improve outcomes for children and ensure their needs are met.

The leadership and management of the early years provision

The childminder is fully aware of the importance of safeguarding children and makes known to parents her responsibility to report any concerns she has about a child. She supervises children closely and ensures that they are protected from unvetted adults. She carries out regular risk assessments on the home and for outings to help ensure that children are kept free from harm at all times. All other required documentation is in place and well maintained to meet regulations.

Parents are shown a number of helpful written policies so that they have an

understanding of the childminder's practices. The childminder obtains the required information about each child so that she can provide consistent care and meet their needs. The childminder and parents share information on a daily basis about children's individual care needs. She adapts what she does in order to help support parents with the care of their child. The childminder is not yet fully promoting the opportunities for parents to become more involved in children's learning and the assessment process.

The childminder has only recently started to formally evaluate her childcare provision but has found it a useful exercise. She shows a satisfactory awareness of her strengths and weaknesses and a commitment to developing her practices. The childminder has attended some training to improve her knowledge and skills.

The quality and standards of the early years provision

Children have a lovely time with the childminder. They build good, warm relationships in the caring, family environment. They develop well as the childminder interacts positively with them and gets to know them as individuals. She supports their development and provides activities that will interest and challenge them. The childminder is in the process of creating individual records for each child consisting of her observations and assessments of their stages of learning and development. She is beginning to identify children's next steps for their learning so that she can help them develop further.

The childminder provides a wide variety of safe and suitable activities and outings for the different aged children. Children learn to respect differences in society as they share experiences and find out about other cultures. Babies and toddlers enjoy exploring their world and the resources the childminder provides. The childminder counts with the children as they play and carry out everyday routines such as dressing. Children like to play with the instruments, making different sounds. Their physical mobility is promoted as they try to pull themselves up on the furniture and play with the walker toy. They show an interest in the toys with buttons, mirrors and rolling beads. They are very happy and cuddle up with the childminder to look at the books together. She encourages their language skills as they make sounds and try to say words as they 'talk' on the toy phones.

Children's independence is promoted effectively as they are encouraged to do things for themselves. Younger children learn to express their needs and the childminder responds well to them. The childminder manages their behaviour well as she gently reminds children not to do something as they could hurt themselves. Children's safety is given high priority and all necessary safety precautions are taken for the ages of the children who are present. Children learn how to keep themselves safe as they practise fire evacuation and learn what to do on outings. The childminder makes good use of pictorial safety sheets prior to going out to encourage children to think about issues for themselves.

Good hygiene procedures are implemented by the childminder to ensure that children play in a clean environment and any risks of infection are minimised. They

eat healthily with the childminder and have easy access to drinks. They have plenty of opportunities to enjoy fresh air and exercise.

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.	3

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?	3
How well does the setting work in partnership with parents and others?	3
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
--------------------------------------------------------------------------------------------------	-----