

Inspection report for early years provision

Unique reference number	125147
Inspection date	03/06/2009
Inspector	Joanne Lindsey Caswell
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 1991. She lives with her partner and adult daughter in a residential area of Tonbridge, Kent. Childminding takes place on the ground floor only. Children have access to a lounge, cloakroom and conservatory/playroom. There is a fully enclosed garden available for outside play. The family has three cats and four kittens.

The childminder is registered to provide care for a maximum of five children aged under eight years. She is currently caring for four children in the early years age group. Registration also includes both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Effective measures are in place for the childminder to regularly evaluate her practice and seek out areas for development. Partnerships with parents/carers are good and this has a positive impact on supporting each child's learning. The childminder knows each child very well and this enables her to recognise children's developmental needs and promote their learning effectively. Safeguarding measures are good and contribute fully towards supporting children's welfare.

What steps need to be taken to improve provision further?

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

- develop the assessment arrangements to ensure children's learning is consistently evaluated and play plans are used more effectively to support each child's learning
- update the record of risk assessments to include any assessments of risk for outings

The leadership and management of the early years provision

The childminder has a good understanding of the Early Years Foundation Stage and supports children's learning effectively by offering a balance of child-initiated and adult-led activities. Children enjoy their learning and make good progress as the childminder utilises practical experiences, such as outings and visits to places of interest, which help to extend children's understanding and broaden their experiences. Good use is made of play and fun activities to help children develop a positive attitude towards learning and develop interest and curiosity to develop their knowledge. For example, when the childminder was planning her own holiday, she utilised the opportunity to help children learn about different countries and cultures and extend their understanding of the wider world. The childminder has carefully considered her weekly routine to ensure she plans activities that

cover all areas of learning. This has a positive impact on supporting children's learning.

Assessment arrangements are developing well and the childminder is beginning to make effective use of observation. She links observations to the different areas of learning and devises individual play plans for each child to ensure she has a good understanding of each child's starting points and their developmental needs. Although observations are regularly completed, these are not always linked into each child's play plans and some observations are not clearly evaluated. Therefore, information gathered from observations and assessment is not always utilised fully to inform future planning.

Partnerships with parents/carers are good and the childminder offers a very supportive and flexible service. Feedback gathered from parents/carers is very complimentary and praises the childminder's level of service. Information is regularly exchanged with parents/carers regarding children's achievements and developmental progress and parents/carers are invited to contribute towards the assessment process.

Measures taken to safeguard children are mainly effective. The childminder has a good knowledge of her responsibilities in supporting children's welfare and has completed relevant training. She ensures all adult members of her household are vetted appropriately and has good procedures in place to respond to any complaints and share information with parents/carers. Risk assessments are completed regularly and the childminder is vigilant in protecting children from hazards. However, her record of risk assessments does not reflect the comprehensive measures she takes to protect children whilst on outings, such as children wearing security tags with the childminder's name and emergency contact details.

The childminder regularly reviews her service and makes good use of self-evaluation. She reflects on her strengths and seeks the views of children and parents/carers to identify areas for development. This ensures she regularly evaluates her practice to identify how she can make continuous improvements to the quality of provision for all children. Good improvements have been made since the last inspection as the childminder has addressed all recommendations raised, which has improved the provision for supporting children's health and safety.

The quality and standards of the early years provision

Children develop very close, loving relationships with the childminder and appear very happy and relaxed in her care. They are motivated to learn and show a keen interest in developing their knowledge and skills through fun, practical activities. For example, children thoroughly enjoy opportunities to develop their awareness of capacity and volume as they play in the water tray and fill and empty buckets and containers enthusiastically. They practise their number and counting skills as they count as they bounce on the trampoline and develop spatial awareness and problem-solving skills as they complete puzzles and dress and undress dolls. Children's literacy and communication skills are developing well as they engage in

discussion with the childminder and she is attentive towards the younger children's developing language skills, responding to their needs appropriately. Children enjoy listening to stories and choose books for the childminder to read, which she does so enthusiastically. Good provision is in place to encourage children to become creative and to play imaginatively. For example, children use their imagination as they play with the dolls and recreate scenes that are familiar to them. This helps to support children's learning and encourages them to become active, independent learners.

Good measures are taken to protect children against infection. Children develop a healthy lifestyle as they regularly play outside in the garden and benefit from fresh air and exercise. Children walk to and from school each day and regularly visit places, such as the soft play centre, enabling children to enjoy active, physical play. Clear procedures are in place to protect children against infection. All children develop a good understanding of the importance of personal hygiene routines, particularly after touching the childminder's cats and before eating. Children become increasingly aware of their bodies and recognise when it is hot, they must drink regularly to ensure they remain appropriately hydrated.

Children learn to stay safe as the childminder gives clear explanations. She teaches children the importance of road safety and stranger danger. During play, younger children learn to take necessary action to protect themselves. For example, children understand only one child can bounce on the small trampoline at a time. The childminder actively helps children to learn about risks and how to play safely, helping them become aware of possible hazards and the importance of taking necessary action to protect themselves, and others, from risk. For example, one child particularly enjoys climbing, so the childminder helps her to learn how to climb safely, such as using climbing frames that offer sufficient developmental challenge and by learning how to climb the steps to the slide safely.

Children are valued as individuals and good provision is in place for supporting inclusion. The childminder is attentive in obtaining relevant information from parents/carers regarding children's favourite foods, activities, play choices, sleep routines and individual care needs, ensuring children's needs are met appropriately. All children receive plenty of individual attention from the childminder and she is very aware of their differing personalities and characteristics, ensuring each child feels special and is respected for their own individuality. This helps children to feel secure and enhances their emotional well-being.

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
--	-----