

## Inspection report for early years provision

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<b>Unique reference number</b>	125698
<b>Inspection date</b>	18/06/2009
<b>Inspector</b>	Susan Linda Capon
<b>Type of setting</b>	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 2000. She lives with her husband and two children aged five and eight years old in a home situated in Sevenoaks, Kent. The whole of the ground floor and two first floor bedrooms are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time. Of these, three may be in the early years age group. The childminder is currently caring for 10 children on a part-time basis. Of these, five children are in the early years age range. Children over eight years old also attend the provision.

The childminder is a member of an approved childminding network. She drives to local schools to take and collect children and attends the local toddler groups.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of care is outstanding. Children spend their day in a very well organised, warm, welcoming, child orientated home where they feel safe and secure. They develop and learn as they participate in the extensive stimulating and interesting activities provided each day. Excellent inclusive practice ensures every child is involved at their personal level of development. All the children are learning about other people, races, cultures and disabilities through the extensive toys, equipment and activities incorporated into the childminder's programme. The fully implemented extensive risk assessments undertaken for the home, garden and all outings ensures the children's safety at all times. The childminder regularly self-evaluates the provision she offers, incorporating the views of all parents and the children attending, ensuring she continues to develop the provision provided, offering high quality care to all families. She has developed excellent relationships with all parents, enabling them to be fully involved in their child's care, learning and development each day.

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

To further improve the high quality early years provision the registered person should consider:

- continuing to develop relationships with other professionals at other provisions the children attend, promoting continuity of learning and development for these children.

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

The childminder maintains an extensive portfolio of information about her provision, including well written policies and procedures. This demonstrates her professional approach to her role as a childcare provider and shows how she manages her provision on a day to day basis. Her excellent safeguarding awareness ensures the ongoing safety of every child each day. She has suitable arrangements in place for other childcare professionals to care for the children in an emergency situation. This ensures the children are never left alone with any unvetted persons.

The childminder continues to develop the provision she provides as she regularly self-evaluates everything she does. She continues to develop her childcare skills through attending a wealth of additional training opportunities, including undertaking a National Vocational Qualification to level 3. The childminder has attended Early Years Foundation Stage training, enabling her to implement this fully in her setting. She has firm plans for continually developing her provision, including extending inclusive practice by offering pictorial information of all the toys and equipment available. This will ensure children with limited language skills can make their needs known. The childminder does not liaise closely with professionals at some of the additional groups the children attend, preventing opportunities to develop continuity of their personal learning and development.

The childminder continues to develop her partnership with parents. She provides them with extensive information about her provision and ongoing support when required. Parents have completed an evaluation of the provision offered, enabling them to voice their feelings and make any suggestions for improvements to the provision. Parents say it is a wonderful, warm, safe, loving and stimulating environment where children thrive in the childminder's care. Their children settle quickly through the well organised taster sessions. Some children are keen to attend and do not like to leave at the end of the day. Parents feel they have ample opportunities to discuss their child's care, development and progress each day.

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

Children build secure relationships with the childminder and other family members, making them feel part of the family. The well planned exciting, interesting and stimulating activities ensure the children are fully occupied and busy every day. Children develop their self-help skills as they select their own activities from the wide range of readily available equipment in the playroom. They eagerly assist the childminder in setting up the painting resources in the garden to paint their own butterfly pictures.

The premises are well organised indoors and outdoors, providing ample space for the children to explore their boundaries in safety. Main doors are locked, preventing children leaving the premises unnoticed. All potential hazards are minimised, preventing unnecessary accidents and children are fully supervised at all times. Excellent emergency evacuation procedures are practised with all the

children and all the required equipment is in place and regularly checked it is in working order, for example, the smoke alarms and carbon monoxide detector.

All the children are developing an excellent awareness of the importance of developing a healthy lifestyle. They enjoy healthy nutritious meals and snacks each day, incorporating fresh fruit and vegetables. The children are growing their own fruit and vegetables in the garden and are eager to taste the blueberries when they are ready. Some children enjoy the food provided by their parents, meeting the childminder's healthy eating policy. Children with special dietary needs are always considered when offering food or cooking activities. Everyone uses good hygiene routines throughout the provision. Pictorial information encourages children to learn the importance of washing their hands and the prevention of spreading infection. All the children enjoy regular opportunities to enjoy the outdoors as they play with the toys and equipment in the garden or at local parks. They know they must wear their sunhats and use sun cream to protect their skin in the hot weather. Shaded areas are provided by the childminder, protecting the children as they play. Indoors the children enjoy music and dancing activities and visiting the local soft play area.

Children enjoy a very well organised topic based programme of activities, relating to their specific individual developmental needs. Regular observations and assessments, relating to children's development, ensure their next steps are recognised and incorporated into this programme. A regular progress report is provided for parents, incorporating plans for next steps for children's individual progression. A well organised profile is maintained for each child in the provision, incorporating observations, photographs and children's artwork. This makes a lovely record for parents when their child leaves the provision.

Children are developing very well through the six areas of learning as they play and learn under the childminder's guidance and support. The childminder uses excellent strategies to help children think for themselves as she discusses activities with the children. They eagerly observe the caterpillars they have collected on the vegetable leaves, although all are uncertain about handling them. The children enjoy observing them closely through magnifying glasses, identifying their head, tail and stripy body. They enjoy discussing how the caterpillar moves and use reference books to learn more. The childminder finds caterpillar eggs and a butterfly to help the children understand the lifecycle of the butterfly. She then reads the story about The Hungry Caterpillar. The children eagerly count the number of pieces of food the caterpillar eats in the story, for example, five oranges. Children develop their imagination and creative skills as they paint a butterfly and pretend to be ballet dancers. They enjoy dressing up and playing with the different hand puppets, with the crocodile being a firm favourite. Other children use the computer to draw and paint. Opportunities to develop their counting skills are incorporated into the activity programme. Children enjoy weighing and measuring ingredients for cooking activities. They make up a bed in the tent to make this cosier. Children enjoy exploring the sensory garden as they listen to the different sounds of the wind chimes and smell the different herbs. Opportunities to explore paint, water, sand, dough and glue are extended by regular visits to local parent and toddler groups. They enjoy a teddy bears' picnic at another childminder's home and participate in parachute games in the garden.

These experiences all help the children to develop their social skills and learn more about the local community. Children enjoy reflecting on other cultural festivals, including Diwali and Ramadan. They have made tee shirts for a father's day gift, decorating them with their painted hand and foot prints. Older children attending the provision, during the school holidays, enjoy a wide variety of trips and outings. They particularly enjoy flying their kites, visiting the Hop Farm and going to the seaside. All the children behave well as they know and understand the rules of the setting. Younger children occasionally need reminding they should not snatch toys from other children and discuss how they would feel if it happened to them. The childminder quickly and calmly helps children resolve these issues and they continue to play harmoniously together again. Regular praise and encouragement helps the children develop good self esteem and confidence.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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