

Inspection report for early years provision

Unique reference number	EY331469
Inspection date	23/07/2009
Inspector	Stephanie Graves

Type of setting	Childminder
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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 2006. She is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She lives with her husband and four children in Leigh, Tonbridge, Kent. Her home is close to public transport, schools, shops, parks and other amenities. The whole of the ground floor and one upstairs bedroom, bathroom and toilet is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding a total of five children in this age group, all on a part-time basis. She also offers care to children aged over five years to 11 years. The childminder supports a number of children speaking English as an additional language.

The childminder attends the local toddler groups and childminding group and is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The learning and welfare needs of every child are met by the childminder. Inclusion is well promoted in all areas of practice and the childminder recognises the uniqueness of each child and their parents. The relationships forged between the childminder and parents help to ensure the specific needs of the children are well supported. The childminder's capacity for maintaining continuous improvement is good, with clear reflective practice promoting positive outcomes for the children attending.

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 use of ongoing observational assessment to inform planning for each child's continuing development
- further develop the use of self-evaluation, for example, by improving systems for gathering the views of parents and children, to help identify strengths and priorities for development that will improve the quality of provision for all children.

The leadership and management of the early years provision

The childminder uses good methods of self-evaluation. Areas of strength are identified and the childminder is clear about what needs to be improved and how this will be achieved. Parents and children are included in the process to some extent and this is something the childminder has targeted for improvement. Other

areas under consideration include further developing the methods of observation and assessment, building on current qualifications, teaching children the importance of recycling and enabling them to grow their own produce. The childminder ensures parents are well informed about their children's progress and information from parents is used to promote consistency of care and learning for the children. Clearly recorded policies and procedures contribute towards good information sharing and promoting the welfare and learning of the children who attend.

Children are safeguarded well at all times, for example, the childminder has attended training to ensure she has an up-to-date knowledge and understanding of how to safeguard children. She keeps a good range of information close to hand, understands the signs and symptoms of abuse and knows exactly what to do in the event of a concern. The measures in place help to ensure that children's welfare remains the childminder's priority. Very effective use of risk assessment covers all aspects of the provision and is checked on a weekly and monthly basis. This helps to ensure children's safety is well promoted at all times.

The quality and standards of the early years provision

Children enjoy a good range of experiences that cover all areas of learning and development. These are easily accessible and promote variety and choice for all ages and stages of development. Children enjoy the childminder's effective interaction, for example, as they answer effective questions when creating individual kites. The childminder encourages them to measure and cut materials to size, discover how the components fit together and use good problem solving skills as they follow simple instructions. They are confident enough to ask for help and make suggestions, for instance, as they mention that the material being used needs to be folded 'into a triangle'. This type of activity encourages the use of mathematical language, such as 'weight' and 'measure' as they explore colour, shape and form in different dimensions. Children learn about the world around them through outings, playing with resources that promote diversity and currently through sending postcards from their holiday destinations. The childminder uses these to extend children's knowledge and understanding of the world. Overall the quality of the experiences provided enables children to make good progress and develop the necessary skills for their future learning.

Observational assessment is good and includes examples of children achievements. The childminder uses the areas of learning to plan for routines and continuous provision. Although the next steps in learning for individual children are not included in their progress records on an ongoing basis, their interests are extended well at source. This enables them to make consistent progress. Children's creations are beautifully displayed in their progress files along with a good range of environmental pictures and print to help reinforce their learning. Parents contribute to towards the observation and assessment process, with some written comments in children's files and daily verbal exchanges. This helps the childminder plan meaningful opportunities based on children's home interests.

Children learn about keeping themselves and others safe, for instance, by

practising the emergency evacuation procedure. They learn not to play with small objects on the floor when younger children are attending and use resources, such as scissors safely. These effective measures help children develop a good awareness of personal safety. Children's health needs are promoted effectively, for example, the childminder implements clear procedures to reduce the risk of infection. All children are encouraged to wash their hands properly following clearly labelled picture prompts and know where to access individual hand towels to dry them. Those with infectious conditions do not attend. These effective measures help to prevent the risk of cross infection.

Children are provided with healthy, nutritious food options at meal and snack times. They are encouraged to try new foods and can select these from attractively displayed posters which include various kinds of fruit and vegetables. They are currently trying mango and learning the difference between a cucumber and courgette. Drinks are readily available, helping to keep children hydrated. Children are well behaved and respond well to the childminder's praise and encouragement. She encourages children to take some responsibility for their actions and praises them for helping one another as they share and help one another as they play. Positive behaviour management strategies promote children's confidence and self-esteem well.

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

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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

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