

Inspection report for early years provision

Unique reference number	EY318057
Inspection date	29/06/2009
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 2005. She is registered on the Early Years Register and the Childcare Register. She lives with her husband and three children in Hadlow, near Tonbridge, Kent. Her home is close to public transport, schools, shops, parks and other amenities. The whole of the childminder's home 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 three children in this age group, all on a part-time basis. 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 the local toddler groups and childminding group.

Overall effectiveness of the early years provision

The overall effectiveness of the provision is good. The welfare and learning of each child attending is supported effectively by the childminder. The concept of inclusion and meeting the unique needs of each child are incorporated well within the childminder's practice. The partnership with parents helps to promote consistency in children's welfare and learning. The childminder's capacity for maintaining continuous improvement is satisfactory and she is beginning to increase the use of reflective practice to further promote effective outcomes for the 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 use of ongoing observational assessment in partnership with parents to inform planning for each child's ongoing development
- further establish routines that enable young children to learn about looking after themselves, for example, by encouraging them to wash their hands independently.

The leadership and management of the early years provision

The childminder shows a clear commitment towards ensuring the necessary procedures are in place to meet the learning and welfare needs of every child she cares for. Methods of self-evaluation are developing satisfactorily and the views of parents and children are sought. Areas of strength are identified and those requiring improvement include promoting the individual needs of each child more

effectively and continuing to teach them about different safety and danger concepts. The childminder keeps parents well-informed about their children's achievements and uses information provided from home to help maintain consistency of learning. Parents are provided with a clearly recorded set of policies and procedures, which contribute towards good information sharing and promoting the welfare, care and learning of the children.

Children are safeguarded well at all times. For example, the childminder keeps a range of information close to hand regarding child protection and understands current safeguarding children procedures. She understands the signs and symptoms of abuse and knows exactly who to contact in the event of a concern. Very good use of risk assessment covers all aspects of the home and garden well. This helps to make sure that children are able to explore and play within safe boundaries 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. Children happily discuss what they are doing with the childminder, for instance, as they set up a road and train track. She encourages them to work out how they are going to join the pieces of track together, which encourages their problem-solving skills. Children are not afraid to ask for help, for example, when searching for specific cars to put onto the road. They are very creative and recall earlier experiences in the day, such as, being 'Superman'. They use construction resources to make pretend items, including a 'yellow and red ice lolly'. This symbolic play is supported well by the childminder and helps children make connections as they represent their interests through play. Children enjoy mark making and ask the childminder to draw animals and then attempt to create their own pictures. The childminder asks many effective questions to help extend their learning by encouraging their early awareness of number concepts and enabling them to think and communicate their responses. Overall the quality of the experiences provided enables children to make good progress and develop the necessary skills for their future learning.

Observation is used in a variety of ways and although children's ongoing progress is not clearly identified, the childminder maintains a range of meaningful photographs, children's achievements and written observations. She continually builds on their interests through the range of experiences provided. Children's creations are beautifully displayed in their progress files, which helps them to develop a sense of ownership and pride in their achievements. Daily contact notes are shared with parents who contribute towards the observation process through verbal exchanges and some written notes. This helps to provide children with consistency of care and learning. Children benefit from the childminder's weekly routine, which incorporates all the early learning goals with outings and events that promote their individual interests.

Children learn about safety concepts through clear input by the childminder. For example, when playing in hot weather in the garden, she ensures they understand why they need to wear sun screen and hats. They learn about concepts, such as,

road safety and general ground rules, which help to ensure they develop a good knowledge of how to keep themselves safe. Children's health needs are promoted effectively. For example, the childminder understands the correct procedures to follow during outbreaks of infection and although children's independence is not fully promoted with hand washing procedures, the childminder ensures their hands are always clean before they eat food or after toilet visits and messy play. The hygiene measures adopted by the childminder clearly promote children's good health and help to prevent the risk of cross infection.

The food children eat is predominantly provided by parents, although the childminder ensures they have good opportunities to learn about healthy diets. For instance, they visit shops together to discuss and choose their preferred fruits for snacks and healthy options are encouraged. Drinks are readily available, helping to keep children hydrated in very hot weather. Children are well behaved because they are involved and interested in their play pursuits and the childminder's involvement. She encourages them continually as they make choices and play together and praises them for spontaneously sharing as their play. Consequently, young children play amicably together. The childminder's positive behaviour management strategies promote children's confidence and self-esteem effectively.

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?	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