

Inspection report for early years provision

Unique reference number	EY379277
Inspection date	21/04/2009
Inspector	Stephanie Graves
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 was registered in 2008. She is registered on the Early Years Register and both parts of the Childcare Register. She lives with her two sons in Pembury, Kent. Her home is close to public transport, schools, shops, parks and other amenities. Most areas of the childminder's home are used for childminding and there is a fully enclosed garden for outside play. The family has a pet cat. The childminder attends the local toddler childminding groups.

The childminder is registered to care for a maximum of five 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 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 is a member of the National Childminding Association and also receives support from the Local Authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder promotes the welfare and learning of every child effectively, which helps them to make good progress. She offers an inclusive service and the individual needs of each child are met. All areas of the provision are risk assessed well to ensure children's safety at all times. The partnerships with parents and other settings enhance children's learning and development. The childminder's ability to maintain continuous improvement is good and she is clear about her areas of strength and any improvements necessary to further promote the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further knowledge of the guidance set out in the publication 'What to do if you are worried a child is being abused – a Summary'
- develop the use of ongoing observational assessment to inform planning for each child's continuing development through play-based activities.

The leadership and management of the early years provision

The childminder ensures the unique needs of every child are addressed. Children's welfare and learning are subsequently well supported, helping them to make good progress. Self-evaluation is reflective and the childminder is clear about the strengths of the provision as well as any areas for improvement. Parents and children are included in the evaluation process and their views help to shape the

childminder's practice. Parents are informed about their children's progress and the childminder uses information provided from them to help ensure she provides meaningful activities for the children. The policies and procedures in place clearly promote children's welfare and help to provide an effective service.

Children are safeguarded well at all times. For instance, the childminder has an up-to-date knowledge and understanding of child protection and safeguarding children issues through updated training. She understands the signs and symptoms of abuse and although she does not currently have access to some guidance, she knows what to do in the event of a concern. A thorough risk assessment covers all areas of the home, the garden and any outings, enabling children to play and explore within safe boundaries.

The quality and standards of the early years provision

Children learn and develop well. They enjoy the input of the childminder who provides them with a good range of stimulating experiences that help them to progress well in all areas of learning. A mix of adult and child initiated activity engages children's interest and enables them to extend their abilities. Their language and communication skills are well promoted, for instance as they construct a tower of blocks and respond to the childminder's effective questions. Very young children are heard to repeat what the childminder says, which helps to reinforce their understanding. They demonstrate curiosity as they explore musical instruments or listen to a favourite story and discuss the content. Children are able to freely access the experiences on offer, indoors, in the garden and on outings. They have access to information and communication technology resources and concepts that help them discover how things work. These opportunities help children make good progress and promote the necessary skills for their future learning.

Children learn about diversity, for example, through regular outings where they can develop an understanding of the similarities and differences between people in society. Older children are very supportive to the younger children as they include them in their chosen activities. This helps to extend learning and enables children to play and learn harmoniously. Observation is used to demonstrate children's achievements. Although the concept of assessment has not yet been fully implemented, the childminder gains their initial starting points and is aware of the next steps needed in learning for each child. She subsequently plans and provides a suitable range of experiences to meet their needs. The partnership with parents and other settings helps to ensure children's learning needs are supported effectively.

Children understand the importance of keeping safe. For example, they talk about staying safe when they go to the park and why they must not open the gate. The childminder teaches them to be aware of safety issues, for instance, as she moves books from the laminate floor to avoid children slipping on them. Children therefore, learn about keeping themselves and others safe in a range of situations. Effective hygiene procedures and measures concerning children with infectious ailments are in place. Children are encouraged to wash their hands regularly and

have use of individual towels. These procedures all help to avoid cross infection. The childminder and parents have clear agreements regarding the food children eat and the childminder offers a balanced choice of meal options. Children talk about their favourite meals, including 'pink fish' as they talk to the childminder about eating salmon. They help to cut their own fruit at snack time which helps them become actively involved in healthy food preparation.

Children are well cared for if they have an accident or require emergency medical treatment, because all required records and procedures are in place. These help to ensure swift and appropriate action can be taken where necessary. Children are very well behaved and play amicably together. They are fully involved in the play experiences available and respond well to the childminder's ongoing praise and encouragement. This promotes their 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.	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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