

Inspection report for early years provision

Unique reference number	EY384123
Inspection date	27/04/2009
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 the Childcare Register. She lives with her husband and two children in Tunbridge Wells, Kent. Her home is close to public transport, schools, shops, parks and other amenities. The whole of the ground floor of the childminder's home is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of three 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 two children in this age group, all on a part-time basis. When working with an assistant she is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder 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 (NCMA).

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The welfare and learning of the children are well supported by a well qualified and self-motivated childminder and her assistant. Inclusion takes into account the unique needs of every child and promotes equality well. The risk assessment is clearly recorded and the appropriate records are all well maintained. The partnerships with parents and local schools help to promote consistency for children. The childminder demonstrates a clear capacity to maintain continuous improvement in order to promote effective outcomes for each child she cares for.

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 through play-based activities.

The leadership and management of the early years provision

The childminder is committed to ensuring the needs of each child are met and therefore, supports them effectively. Methods of self-evaluation are good and highlight points of strength and areas for development. Some areas are being addressed already, including further promoting the links between children's school experiences and what they do at the childminder's house. The childminder ensures parents are informed about their children's progress and through self-evaluation

she is looking at different ways of involving them in their children's learning and development. They receive copies of the comprehensive range of policies and procedures, which contribute towards providing a very effective service.

Children are safeguarded through clear procedures that promote their safety at all times. For instance, the childminder has an up-to-date knowledge and understanding of local safeguarding procedures and has attended recent training in this respect. She has a swift recall of the different signs and symptoms of abuse and knows what to do if a concern arises. She works closely with parents to ensure they are also aware of the procedures. A thorough risk assessment covers all areas of the home, garden and routine outings. This helps to minimise potential risks to children's safety.

The quality and standards of the early years provision

Children settle quickly after their school day and enjoy free access to a good range of stimulating experiences that cover all areas of learning. Emphasis is made on promoting their communication, language and literacy skills through the activities provided and children are eager to learn. For example, as they construct play dough models, the childminder asks meaningful questions that help children to think and respond to concepts relating to colour, shape and number. They make their own creations through rolling, patting and cutting out various shapes. A good range of freely accessible role play opportunities help children to make connections with real life scenarios through their play. Children are encouraged to solve problems, for example, as they discover how resources work. The childminder observes closely and supports children well if needed. The activities provided build on children's existing abilities and interests and also provide them with new challenges. Effective use of information and communication technology, programmable toys and meaningful role play materials contribute towards children acquiring the necessary skills for their future learning and development.

The use of observation demonstrates children's achievements and how these link to the areas of learning. Initial starting points are recorded, although the next steps needed in learning and assessments of children's progress are not clearly identified. However, individualised planning continually builds on children's existing interests. This along with the good range of experiences available helps them to progress well towards the early learning goals. The childminder works with parents and local schools to complement the children's learning and development experiences.

Children learn about personal safety through good input by the childminder. For example, she teaches them about road safety as they walk home from school and ensures all children are equally included in practising the emergency evacuation procedure. The childminder encourages children to adopt a sense of responsibility and as a result they learn about keeping themselves and others safe in a range of situations. Children's health and well-being is well promoted. They learn to follow effective procedures for washing their hands and the childminder provides them with individual towels to dry them properly. She follows clear hygiene procedures and children with infectious ailments do not attend the setting. These measures

help to prevent the risk of cross infection. Children benefit from the agreements in place with parents concerning the food they eat and are fully involved in making choices and preparing some meals. The childminder promotes their awareness of healthy eating through the activities provided. This helps children to actively learn about being healthy.

Children benefit from the clear procedures in place should they have an accident or need medical help. This is because the required records are in place to ensure swift action can be taken if necessary. Children are actively involved in their after school activities and behave very well. They respond well to the childminder's praise and encouragement and that of her assistant. She leads by example and speaks to children calmly. Her approach to behaviour management ensures the expected boundaries are understood but promotes their 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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