

Inspection report for early years provision

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| Unique reference number | EY385074 |
| Inspection date | 16/09/2009 |
| Inspector | Linda Margaret Nicholls |
| Type of setting | Childminder |

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2008. Registration is for the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of five children at any one time, of whom three may be in the early years age range. Registration does not include overnight care. Currently there is one child in the early years age range on roll who attends part time. The childminder lives with her partner and one school aged child in Kemsing, Kent. There is an enclosed garden for outdoor play.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder shows a broad and engaging knowledge of children's unique personalities which supports her to successfully meet their learning and welfare needs. Boys and girls are safe and secure in the childminder's home, during school runs and on regular outings within the local and wider area. The childminder builds dynamic partnerships with parents which effectively help her to meet the needs of the children who attend. The effective use of self-evaluation and a positive reflective practice ensure that the childminder is successfully consolidating her own professional development and continuously improving her childminding service.

What steps need to be taken to improve provision further?

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

- to continue to extend knowledge to include, value and support all children, to encourage children to value and respect differences and to ensure no child or family with learning difficulties or physical disabilities are discriminated against.

The effectiveness of leadership and management of the early years provision

The childminder has well organised systems to ensure that all adults who live at the premises have current clearance checks and are suitable. Visitors are properly identified and supervised. Safeguarding children procedures are clear and provide required information meeting Local Safeguarding Children Board guidelines. A comprehensive range of risk assessments is effectively carried out on all areas of the premises used for childminding, including a procedure for outings with the children. The exit evacuation plan is available to parents and children are aware of what to do in an emergency.

Ongoing support for each child is assured by regular completion of required records and documentation is available providing all necessary information. Parents are given daily information about activities and events. Positive images of diversity

are evidenced in books, games and resources, such as a phonic poster that shows examples of signing for those who do not talk. The childminder work closely with children to encourage participation in activities and experiences that challenge and stimulate their interest. Because the childminder has no experience with children with special or specific diverse needs she intends to undergo training to aid the integration of all children, including those with learning difficulties and/or physical disabilities into the wider community.

The childminder has completed a written self -valuation document which clearly identifies the strengths and weaknesses of her provision. She encourages parents to share their opinions of the activities and service she provides. Contributions are encouraged from the children attending for the development of activities and house rules. Information regarding the regulatory process is passed to parents so that they are informed of her professional role. The childminder has been pro-active in the continuation of her professional development attending workshops in extended learning and gaining certification in safe hygiene practice. Positive relationships with other providers of the EYFS have been established and the childminder has a clear understanding of how these partnerships are effective in supporting children's learning and development. Handwriting skills are being supported following discussion with the key person at the child's preschool.

The quality and standards of the early years provision and outcomes for children

Children have a warm close relationship with the childminder who provides challenging activities that make them think. Children move with assurance in the comfortable and relaxed atmosphere of the childminder's home. They are secure and confident, making independent choices from the activities and resources provided. Children's individual learning and development is very well supported by the in-depth knowledge that the childminder has of the children in her care. The childminder is making effective use of the information she gathers through a range of observations and assessments to plan for children's next steps to learning.

Children have direct and safe access to a wide range of toys, equipment and resources. They experiment as they construct a framework for the marble to run. They examine resources, such as the Mousetrap game, or K'nex elements, giggling as they put several of these between their toes proudly demonstrating a claw. The childminder encourages the children to count how many mice figures and cheeses there are. Children choose a favourite book to look at as they sit relaxing on the sofa. Children are learning about the wider world through regular visits to activity centres or to other childminders in the locality. Children enjoy daily outdoor play in the childminder's garden and listen with interest as the childminder reminds them that when they bounce the rain bounces on the trampoline too!

Children develop their language skills following the childminders descriptions and conversation. They extend their learning as she skilfully uses open questions and praise to maintain their curiosity. The childminder has enthusiastically absorbed the Early Years Foundation Stage framework. Children's records contain photographs of them at play with links to the learning that is taking place and to

the early learning goals. The childminder uses the information she collects to ensure she is meeting children's needs equally well, and ensuring that children are all provided with appropriate activities.

Children are carefully supported to establish effective hygiene routines. Children take themselves to the toilet and know to make lots of lather to wash the germs from their hands. Children can help themselves to drinks and are encouraged to eat the healthy foods prepared by their parents. They join with the childminder's family for cooked meals, such as chicken, with fresh vegetables from the childminder's garden. The childminder works closely with parents to ensure children's individual dietary needs are met. Children are well behaved because she has a clear understanding of the importance of positive strategies to support the behaviour she wants. She actively encourages children to develop their own rules, to share with others and take turns. Children are discretely supervised during their play to ensure that toys and equipment are handled safely and responsibly.

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

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

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| 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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