

## Inspection report for early years provision

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<b>Unique reference number</b>	EY384168
<b>Inspection date</b>	16/07/2009
<b>Inspector</b>	Mandy Mooney
<b>Type of setting</b>	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 lives with her partner in Penenden Heath, Maidstone. The whole of the childminder's home is used for childminding and there is a fully enclosed garden for outside play. The premises are accessible via four steps leading to the front door.

The childminder is registered to care for a maximum of six children at any one time, of these three can be in the early years age group. She is registered on the Early Years Register and Childcare Register. There are currently four children in the early years age group on roll. The childminder walks and drives to the local schools and pre-schools to take and collect children. She attends local toddler groups. The childminder is a member of the National Childminding Association.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. Children are well settled in a nurturing environment and making good progress towards the early learning goals, because the childminder has a good understanding of their learning and development and welfare needs. The childminder is skilled in organising and managing activities, so that children of different ages and at different stages are able to participate at their own level and play together successfully. The childminder is effective in assessing and evaluating her provision, so that children's needs are met well and they are kept safe and protected.

## **What steps need to be taken to improve provision further?**

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

- further develop the system for observation, planning and assessment to incorporate next steps for learning for children to help them progress in their learning
- obtain written permission from parents regarding the use of a buggy as a sleep provision

## **The leadership and management of the early years provision**

The childminder is well organised and conscientiously maintains clear and accurate records, effectively promoting the safety, welfare, learning and development needs of all the children in her care. The childminder has good skills in engaging children, creating fun activities and sustaining their interest, helping them to enjoy learning and achieve well. Children are offered a wide range and variety of resources and these are attractively presented encouraging children to make choices.

Sound self-evaluation is enabling the childminder to identify strengths in her provision and build on good quality care for children. The childminder

acknowledges there is room for some improvement in learning and development, to embed her systems and address gaps in planning for the next steps in children's learning. Some good quality information is available to parents at the start of a placement, promoting positive working relationships and they are kept well informed of children's welfare and progress on a day to day basis.

Children are kept safe and protected from potential hazards, because the childminder makes good use of risk assessment. All areas of the home and garden are checked frequently in line with the childminder's health and safety policies, helping to maintain good standards of safety. Children are learning how to stay safe in different situations, such as emergency evacuation of the premises, because they practise fire drills. Children are protected should safeguarding concerns arise, because the childminder has a clear understanding of recording and reporting procedures.

## **The quality and standards of the early years provision**

Children are happy and settled in the homely environment. The childminder provides a balanced range of adult-led activities and a choice of toys and resources for child-initiated play. Outcomes for enjoying and achieving are good because the childminder presents exciting and motivating play and learning experiences and supports these well, helping children to explore, experiment and make discoveries. Children enjoy a wide range and variety of activities, so there is always something of particular interest to them, for example, cooking, planting in the garden and art and craft activities. The children are excited by their play and learning experiences and especially enjoy visits to toddler groups and local places of interest. Children are very confident and openly talk about their home lives and recall experiences with the childminder, who is responsive and encouraging. Routines are consistent and familiar, so that children settle quickly, feel secure and enjoy a real sense of belonging.

Children are making good progress towards the early learning goals because the childminder observes children and plans effectively for their individual learning needs. The childminder is using a system that enables her to get to know the children really well, understand their personalities, what they like and enjoy. Children are developing a wide range of skills because the childminder builds effectively on children's attainments and plans stimulating and challenging activities from what she knows about the children. Parents share a good deal of information about children's welfare, so that consistent care is provided. The childminder provides opportunities for discussion with parents about children's learning, although is not fully taking account of information provided by parents to inform planning for children's next steps in learning.

Children's safety is promoted well both in the setting and when out on visits. A risk assessment is reviewed periodically, however, written confirmation for the use of a buggy as a sleep provision is not in place. Children enjoy well balanced meals and menus are displayed. Policies and procedures for good practice are adhered to well. Plans for the future are well targeted to bring about further improvement in outcomes for children. Children are learning to share and take turns through every

day activities and with support from the childminder, are becoming active and independent learners. Older children show care and consideration for younger children, sharing toys and realising when they are tired. Books and dolls reflect diversity and positive images, helping children to learn about differences and similarities. Children are making as much progress as they can in all six areas of learning, because the welcoming home environment, clear planning and attractive presentation of resources effectively meets their all round needs.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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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