

## Inspection report for early years provision

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<b>Unique reference number</b>	126792
<b>Inspection date</b>	19/08/2009
<b>Inspector</b>	Alison Weaver
<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 has been registered since 1998. She is currently completing a recognised childcare qualification. She lives with her husband and two children aged 15 and 13 years. They live in a house in Tunbridge Wells near to schools, shops and parks. Part of the ground floor of the property, an upstairs bathroom and two bedrooms are used for childminding. There is a fully enclosed garden available for outside play. The childminder attends local carer and toddler groups on a regular basis. The childminder supports children who have English as an additional language.

The childminder is registered to care for a maximum of six 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 six children in this age group. 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.

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

Overall, the quality of the provision is good. Children behave well and make good progress in their learning and development. Their safety, health and emotional well-being are promoted well. The childminder forms good links with parents to ensure that she respects their wishes and that individual children receive good care and support. The childminder shows a willingness to continue to develop her practices in order to improve the provision for 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 assessment process to show how well children are achieving in each area of learning
- continue to develop links with other providers in order to share relevant information with each other to ensure continuity and coherence is promoted in individual children's care and education.

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

The childminder shows a good awareness of how to safeguard children. She knows the correct procedure if she suspects a child is being abused. She carries out regular formal risk assessments that are quite brief but cover the general safety issues. However, she keeps the home secure and safe for the children by taking all the necessary precautions to minimise any potential hazards. These result in children being able to move and play free from harm.

The childminder keeps all the required documentation and ensures it meets

regulations. This helps ensure that children's welfare is promoted. The childminder works closely with parents so that she can provide continuity of care and meet each child's individual needs. She keeps all her policies and procedures up to date and makes them available to parents. They are encouraged to share what they know about their child with the childminder. Parents are kept informed about their child's day through verbal feedback. The childminder makes good use of children's learning records with parents to make them aware of how well their child is progressing and to encourage them to formally comment on their child's learning and development. The childminder has started to develop links with other providers to ensure they are working together to help and support individual children in their learning and development.

The childminder has begun to formally evaluate her practices in order to continue to develop the provision for children. She has attended some short courses and is completing a childcare qualification to help improve her knowledge and skills. She seeks advice from her mentor and tries out different ways of working to see what processes will be the most beneficial for the children in her care.

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

Children enjoy themselves in the caring, family environment. The childminder gives them plenty of choices as there is a good range of safe and suitable toys and equipment available to them. She plans and provides a wide variety of fun activities that interest and challenge the children, including art activities and simple cooking. The childminder observes children regularly to see how well they are achieving and then decides on activities that will help extend their development. However, the childminder's formal records do not clearly assess children's progress in all areas of learning in order to ensure that they are working towards all the early learning goals.

Children are very confident, happy and settled. They build good relationships with the childminder and she interacts effectively with them to promote their learning as they play. They count and recognise numbers as they talk about time and look at the reward chart. Their vocabulary is good and they are very confident speakers. They share their experiences with the childminder and talk about what they are doing. Their independence is promoted well as they help the childminder and do things for themselves. Children learn to recognise and form letters as they have a variety of opportunities to make marks and see different forms of print. Children are able to use the computer and other simple technological toys.

Children thoroughly enjoy playing outside in the garden. They choose to play with equipment such as the pop-up tents and tunnels. Their physical skills and coordination develop well as they crawl, climb and slide using the big equipment. They like to play with the sand using different tools to scoop and pour. They show good fine motor skills as they wind up the toy crane. Children take an interest in the natural world as they watch the beetles with the childminder.

The childminder promotes children's health and well-being effectively. They enjoy a healthy and balanced diet and plenty of fresh air. Good hygiene procedures are

carried out and the home is kept clean. Children learn the importance of looking after themselves by washing their hands and brushing their teeth. They also learn how to keep themselves safe in the home. Children learn how to use equipment safely and how to go up and down steps. The childminder teaches them about road safety when they go on trips.

## 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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