

Inspection report for early years provision

Unique reference number	151585
Inspection date	20/07/2009
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 2001. She is registered on the Early Years Register and the Childcare Register. She lives with her husband and two children in Larkfield, Kent. Her home is close to public transport, schools, shops, parks and other amenities. The whole of the ground floor and one upstairs bedroom are used for childminding. There is a fully enclosed garden for outside play.

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 a total of six children in this age group, all on a part-time basis. The childminder also offers care to children aged over five years to 11 years. She attends the local toddler and childminding groups.

The childminder is an accredited member of the local approved childminding network and cares for children in receipt of funding for nursery education. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The overall effectiveness of the childminding provision is outstanding. The childminder embraces all elements of the early years foundation stage exceptionally well to meet the individual learning and welfare needs of the children. Inclusion is embedded into her exemplary practice and the unique interests, abilities and needs of every child are met. The childminder maintains clear continuous improvement and she uses ongoing reflective practice to achieve highly effective outcomes for every child she cares for.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to use excellent reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The leadership and management of the early years provision

The leadership and management of the early years setting incorporates excellent use of self evaluation. The childminder has achieved accreditation, constantly reviews her practice and includes the views of parents and children to improve the provision wherever possible. She has worked hard since her last inspection by attending many training courses to improve her knowledge and practice in a broad range of subjects. These include behaviour, safeguarding children, extended schools, observation and inclusive practice. Her commitment to the children in her

role as a childminder is clearly evident and she works hard with parents and other settings to maintain continuity for the children. Parents are highly complimentary about the service provided and the childminder ensures they receive an excellent range of written policies and other information and are able to contribute to their children's learning and development. This clear partnership working ensures all children receive consistency of care and learning.

Children are safeguarded through meticulous procedures that help to keep them safe at all times. For example, a written record of the risk assessment is updated every week and covers all areas of the provision. The childminder ensures that all the regulatory records are well maintained and easily accessible. She ensures clear procedures are in place for any outings or unforeseen emergencies, to help keep the children safe in every eventuality. The childminder has an up-to-date knowledge and understanding of safeguarding children. She keeps very well maintained and appropriate guidance to help her make a referral should she ever have a concern about a child in her care. She understands her duty towards the children she cares for and their welfare remains her top priority.

The quality and standards of the early years provision

Children are extremely settled within the childminder's home and can access an excellent range of learning opportunities. The childminder interacts very well with them, helping children feel settled and able to freely share their experiences and ideas. Children thrive on opportunities to explore and experiment. For instance, they explore ongoing outdoor opportunities, make their own creations using play dough or art and craft materials and competently identify different colours, shapes and number concepts as they play. They enjoy a full range of activities during garden play, such as, mark making, access small world resources, games, role play and exciting physical opportunities. Children are therefore, able to develop in all areas of learning through extensive play opportunities in the natural outdoor environment. The childminder engages children in role play, for example, as she asks what a doll has in its feeding bottle. Children respond by pretending the bottle contains milk and tell her this is because he 'doesn't like water'. This type of pretend play enables younger children to recreate meaningful real life situations through their play.

Children talk about their preferred activities and the excellent range of learning experiences available are based on their individual interests. All the areas of learning are incorporated into innovative planning of routines and the childminder's forward thinking greatly enhances children's ability to develop all the necessary skills for their future learning. Observational assessment is used exceptionally well and charts children's progress from when they start at the provision to when they leave. The next steps in learning are clearly recorded. These are matched to the expectations of the early learning goals which means all areas of learning are regularly covered and help children make rapid progress.

Children learn to keep safe through excellent input by the childminder. For example, she ensures all children have equal chances to practice the emergency evacuation procedure and learn to use the equipment safely. Even very young

children wait for the childminder before they use the larger of two garden slides, to ensure they are safely supervised. Older children cared for by the childminder remind them of this and are excellent at leading by example. This helps the younger children learn how to keep safe in a range of situations.

Children's health needs are exceptionally well promoted through clear health and hygiene procedures, which help to reduce the risk of cross infection. Children are actively involved in learning about good personal hygiene, for example, by independently washing and drying their hands properly and placing paper towels in the bin. They learn about healthy eating, for example, through discussions with the childminder, helping to prepare some meals and choosing fresh fruit at snack time. The environment is rich in environmental print including pictures, which greatly reinforces their understanding. Meals and snacks are balanced and nutritious and cultural variations are incorporated into meal times. This helps children learn about different foods from around the world. Children know they need to drink frequently in hot weather to keep hydrated.

Children are extremely well behaved because the childminder and the children over eight years attending are excellent role models who involve them in an exciting range of activities and experiences. This keeps them fully amused and involved as they play and learn together. All children thrive on plenty of praise and encouragement from the childminder who helps them to develop a clear sense of belonging and self-assurance. They are spoken to with respect and in turn play collaboratively and respectfully together. The behaviour management strategies adopted by the childminder promote children's welfare and self-esteem exceptionally well.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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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