

## Inspection report for early years provision

---

<b>Unique reference number</b>	156688
<b>Inspection date</b>	09/07/2009
<b>Inspector</b>	Cilla Rachel Mullane
<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).

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 has been registered since 2000. She lives with her husband in a house in Beltinge, Herne Bay. The house is situated within walking distance of shops, schools, the sea and parks. The whole of the ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play. There are two low steps at the front and back of the house. The family has two guinea pigs.

The childminder is registered to provide care for three children in the early years age group, and is currently minding seven on a part-time basis. She is also registered to look after children aged over five years on the compulsory and voluntary parts of the Childcare Register.

The childminder attends the local carer and toddler group on a regular basis. She is a member of the National Childminding Association. She is an accredited childminder, and is in receipt of government funding.

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

Overall the quality of the provision is good. The individual needs of children in the early years age group are met very effectively, as the childminder has an extremely good knowledge of how children learn and develop. She plans meaningful activities which help each child make progress. Parents are fully included in their children's learning: they have access to observations and progress reports in their informative and well presented children's folders. The environment is very welcoming, including an attractive and well equipped outside area. The childminder maintains continuous improvement: she attends training and evaluates her practice in order to continually develop, and has addressed the recommendations of the last inspection.

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

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

- further promote positive attitudes to diversity through activities that encourage children to learn about and value different aspects of their own and other people's lives

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

The childminder is fully committed to providing a professional service to children and their carers. She makes the most of opportunities to attend training, and has recently increased her awareness and knowledge of subjects such as child protection, self-evaluation, behaviour management and communication awareness. Required paperwork, such as the record of attendance, is well organised and clear.

Self-evaluation is used to good effect to identify strengths on which to build, and areas for development. For example, she intends to build on her knowledge of other cultures in order to help children learn about diversity in society. She has identified that she keeps children safe on outings, but intends to reinforce this by planning fun activities about road safety while playing in the garden. Therefore she targets appropriate areas for improvement which further promote good outcomes for children.

Partnership with parents is a strength. The childminder seeks their views informally, and they are happy that behaviour management techniques are positive. Parents are impressed by the quality of outings, such as to the beach, coffee shop and toddler groups, and by the childminder's support and friendliness. They are able to become involved in their children's care and learning as they contribute information about children's attainments when they first come to the childminder, and they see photographs and progress reports in their children's well presented folders. The childminder liaises appropriately with other settings, such as nurseries attended by the children, with parents' permission, which aids continuity of care.

High priority is given to the safeguarding of children. The childminder's safeguarding policy accurately guides her practice, and informs parents of the correct procedures and local guidance. Children are further protected because parents see information regarding how to make a complaint, should this be necessary. Children are helped to learn about 'stranger danger' when a police officer visits the toddler group, and sensible arrangements are in place for other childminders, who are known to the children, to care for them in an emergency.

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

Children in the early years age group make good progress in their learning and development. They have fun learning through play in an environment where they are able to freely access a wide variety of toys and equipment, or point out favourite toys in a book of photographs. They use their imaginations dressing up in the role play areas, and create and design with resources from the art and craft drawers, such as paper plates and cotton wool. They have excellent opportunities to gain knowledge and understanding of the world: they visit the natural area of the garden with a pond (under supervision) to see tadpoles, they help to care for the guinea pigs, and they plant, water, pick and eat the fruit and vegetables. Indoors, they think about the lives of people from other countries, their languages and their food, helping them to learn respect for others.

The childminder's careful and effective planning ensures that all areas of learning are included, and that individual children's interests and abilities are noted and built upon. Their folders show observations of their play, which are used to plan further activities in order to build on their interests and learning. This leads to a clear record of progress for each individual child. Some activities are adult led, during which the childminder introduces new skills and vocabulary, such as smelling cloves when making orange pomanders. Other activities are initiated by

the children, for example, children problem solve and design when making a marble run.

Children are settled and confident in the care of the childminder, who is calm and caring and shows that she values all the children's contributions and achievements. Children learn good manners and sociable behaviour from the childminder's good example, for example, when she sits down with them to share fruit at snack time. Displays of their work show children that it is valuable, and gives them a sense of achievement. They proudly talk about the artwork saved in their folders. Children's confidence is well promoted. The childminder offers praise to build self-esteem, and children are proud when they achieve something they thought they couldn't do, such as successfully lifting and aiming a watering can at the plants. Children's personal, social and emotional development are well promoted. They initiate their own play and learning, concentrate for long periods of time, for example, when carefully making a picture with a glue stick and glitter, and are enthusiastic about joining in the interesting activities.

The welfare of children in the early years age group is well promoted. Thorough risk assessments, carried out both indoors and on outings, identify potential hazards, and keep children safe. For example, outdoor toys are checked to make sure they have not collected rain water, and the tiled floor is immediately dried if water is spilt to prevent slipping. Furthermore, children are learning how to take care of themselves, for example, they know to walk by the side of the childminder furthest from the traffic or they 'might get run over'. Children enjoy healthy snacks, and are therefore learning to make healthy choices. Special diets are respected. Children are growing their own tomatoes, strawberries and peppers in the garden, and cooking them, for example, to make spaghetti bolognese, and so learn about food from the earth to the plate. Children benefit from outdoor play and exercise daily. They walk to and from the school, and develop their large muscle groups when using the garden equipment and visiting the park. They are developing coordination when playing with bats and balls.

## 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----