

Inspection report for early years provision

Unique reference number	125788
Inspection date	26/01/2010
Inspector	Lisa Toole

Type of setting	Childminder
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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
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 1984. She lives with her husband and two adult children in Southborough, near Tunbridge Wells, in Kent. The whole ground floor and one bedroom on the first floor of the childminder's house are used for childminding and there is a fully enclosed garden for outside play. The family has a cat.

The childminder is registered to care for a maximum of six children at any one time and is currently minding four children in the early years age group. She also cares for children on the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children and attends the local parent/toddler group. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from the childminder's homely, caring and safe approach to their care, learning and development. They enjoy a rich and varied play environment, where they are able to feel secure and confident as they explore and learn. The childminder demonstrates a strong commitment to improving her practice further, by attending training and critically evaluating her practice. This contributes to the overall good outcomes for each unique child.

What steps need to be taken to improve provision further?

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

- consider ways to further develop partnerships with other childcare settings that children attend
- develop the systems for observation and assessment to continue to support children's next steps for learning

The effectiveness of leadership and management of the early years provision

A safe, clean and comfortable environment is provided for the children. It is child-friendly, enabling every child to feel a strong sense of belonging in which they are able to play and move around freely. Safeguarding is given a high priority in order to protect the children's welfare. The childminder clearly understands her role and responsibilities regarding issues such as child protection, risk assessment and keeping children within her sight and hearing at all times. All of the mandatory documentation for the safe and efficient management of her practice is in place; it is accurately maintained and well organised. This means that parents are kept informed about issues such as any accidents their child may have had and any

treatment given to them.

The childminder supplements her practice with written policies and procedures, which are shared with parents so they are fully aware of how she cares for their children. The childminder forges and maintains good partnerships with the parents in order to have a positive impact on their children's care, learning and development. Information is shared about their needs, interests, routines and any special educational needs or disabilities they may have; this helps the childminder provide consistency of care, as well as helping the child feel secure. She seeks their views through written questionnaires and regular verbal discussions, valuing any comments and suggestions that they may have to improve her practice further and continue their positive relationships. Her partnerships in the wider context are being developed and is an area that the childminder has already identified herself to further improve. These include sharing information with other childcare settings that the minded children attend to help provide consistency of care and helping children with their current targets for development.

In order to provide children with a rich and purposeful play and learning environment the childminder evaluates her practice and identifies areas for further improvement which she then works on developing. These include helping younger children learn about fire safety without being fearful of the noise of the smoke alarms and wearing high visibility clothing on outings to help keep them safe. The childminder has also increased her range of resources that promote equality of opportunity, in order to help children learn positive messages about diversity and inclusion. She has also attended a number of training courses to increase her knowledge and skills about the Early Years Foundation Stage (EYFS), child protection and maintains an appropriate first aid certificate.

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

Children show that they are very happy, settled and enjoy the childminder's company. She provides them with a lovely, nurturing environment where they are given many opportunities to explore, investigate and have fun. There is a structure to the day to help provide children with routine and the childminder also takes her lead from the children in planning and providing a broad range of activities. These include learning about the local and wider community on outings to places such as farms, the library and toddler groups; baking cakes where they learn about weight and numbers using scales; dressing up and engaging in role play, which the children particularly enjoy. They are developing important skills for the future, such as language, literacy and numeracy, as well as playing with a range of technology equipment. The childminder carries out regular observations and monitors their development through assessment to identify their stages of development and next steps for learning. These include, for example, increasing a child's awareness of shapes around them, through activities such as potato printing, making play dough shapes and mark making by themselves. Her assessment systems are in their infancy at this time and it is an area to continue to develop in order to further support their progress towards the early learning goals of the EYFS.

The children greatly benefit from the wide range of good quality resources which are available to them. Equipment is organised to maximise their free choices, helping children play in an enabling environment where they make their own decisions about what they do and play with. The children play harmoniously together; show compassion for each other and learn about the importance of good manners in order to make a positive contribution to each other. When a child bumps themselves on a cupboard door, for example, another child offers them comfort and reassurance, tenderly patting them on the back; this shows how children value each other as important individuals.

Children's health and safety is given a lot of thought by the childminder and her daily practices help reduce risks of injury and cross-infection, as well as potential hazards being made safe through routine risk assessments. On outings children learn about keeping safe whilst also having fun exploring the environment, learning about good road safety along the way. Children are able to learn about good hygiene practices because the childminder encourages their independence regarding self-care, whilst also providing a high level of support when needed. She has a thorough understanding of the importance of eating a balanced healthy diet and offers children nutritious meals, snacks and drinks. The social aspects of eating together are valued by the childminder, as all the children sit down together to eat, with them making their own choices about the fruit they have for snack time.

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

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

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	2
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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Outcomes for children in the Early Years Foundation Stage

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

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