

Inspection report for early years provision

Unique reference number	EY391951
Inspection date	24/08/2009
Inspector	Sue Taylor
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 2009. She lives with her husband and child aged one year in Ashford, Kent, situated close to shops, parks, schools and public transport links. The ground floor of the childminder's home is used for childminding, with one bedroom on the first floor used for overnight care for two children, aged under eight years. There is an enclosed garden for outdoor play. The family has a tropical fish tank indoors.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years and is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder supports children with learning difficulties and/or disabilities. The childminder attends toddler groups on a regular basis. She has a BTEC National Diploma in Early Years from 2004.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder provides a warm and caring environment where children are happy and settled. She knows the children very well and this supports their individual needs as they learn and develop positively. The childminder is very keen to improve her practices and is receptive to new ideas. The childminder ensures that the learning environment is appropriate and accessible for the children who attend.

What steps need to be taken to improve provision further?

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

- consider ways to involve parents in the assessment process and in supporting their child's next steps
- develop the assessment process to note children's progress towards the early learning goals and monitor to ensure a balance across the six areas of learning.

The leadership and management of the early years provision

The detailed set of written policies clearly inform parents about the childminder's practices. These give useful information on subjects such as the complaints procedure, behaviour management and health issues. The required records and documentation, including her risk assessment and varied written consents from parents, are available and well organised. These help ensure children are safeguarded with their welfare needs met positively. In addition the childminder

discusses children's daily routines and individual care needs with parents and meets these well. This helps create an inclusive environment where children are valued and welcomed. The organisation of her day means that children have some one to one attention as well as the opportunity to mix and play with other children. The daily written record is shared with parents and informs them about their child's day. In addition they see the child's learning file, which includes photographs and observations. These show links to the appropriate areas of learning and identify a next step in a child's learning and development. However parents are not routinely contributing to the assessment process. The childminder uses the Early Years Foundation Stage guidance to note children's progress and to plan for their next steps. This helps inform the childminder of where the child is in their progress towards the early learning goals. Although she is able to discuss where a child was in their development when they started with her, there is no record to show this and as such it is difficult to monitor their ongoing progress, ensuring a balance and identifying any areas where a child may need more support.

The childminder has a good understanding of child development and uses this to plan interesting activities to support children's progress. Children have easy access to the age appropriate toys and enjoy some free flow to the garden. This enables children to have some choice over their play and how they spend their day. The childminder evaluates her own practices and makes changes to benefit the children in her care. She has a secure knowledge of child protection issues and a clear understanding of her responsibilities in protecting children from harm.

The quality and standards of the early years provision

The childminder makes sure her home environment is safe for children. For example, they enjoy making their own way into the garden and negotiating the small step down. The toys are of good condition and children make easy choices about their play both indoors and outside. The positive guidance and support from the childminder helps children learn to keep themselves safe and develop an awareness of healthy practices. For example, they know to keep their sun hats on when playing outside or in the buggy. They have access to their drinks throughout the day and receive healthy snacks. Packed lunches from parents are stored in the fridge to prevent the perishables from spoiling. Good hygiene routines followed by the childminder help keep children healthy. Children learn to keep themselves safe through explanations from the childminder and practice fire evacuations regularly.

Children have a very good, warm relationship with each other and the childminder. They learn to share and take turns as they play with each other. The childminder supports children's individual needs well. She works in partnership with parents and others to help children develop. Children gain an awareness of the wider world from some resources that positively reflect others. During their time at the toddler group they get to use different resources and explore other media such as cornflour and water. They develop problem solving skills from the toys and activities, for example, using the shape sorter or puzzles. Their pre-writing skills are well supported as they use pencil and paper or paint the fence with water. Children are very happy and content, showing delight as they play or are involved

in activities with the childminder, such as icing buns. The childminder has a positive attitude towards behaviour management and as result children are responsive and behave 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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

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