

Inspection report for early years provision

Unique reference number	EY349332
Inspection date	20/08/2009
Inspector	Jacqueline Patricia Walter
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 2007. She lives with her husband and three children, nine-year-old twins and a four-year-old. They live in Tunbridge Wells, in Kent, close to shops, parks and transportation links. With the exception of the main bedroom, the whole of the childminder's house is used for childminding and there is an enclosed rear garden for outdoor play.

The childminder works with another registered childminder and is registered to care for a maximum of six children under eight years at any one time, of whom no more than five may be in the early years age group. She is currently minding eight 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.

The childminder collects and takes children to local schools. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All documentation is organised effectively and children's safety is promoted well overall. The promotion of health and the children's understanding of this are promoted outstandingly well, in particular, children are able to gain a good understanding of healthy eating and of exercise in the fresh air. A wide range of stimulating resources and activities are provided, which gives all children experiences and opportunities in which to develop skills and understanding. Good clear systems for planning and assessing development are in place and reflect their individual learning needs and interests and enable children to make good progress. Partnerships with parents and other agencies are extremely effective, ensuring that they are working together in promoting children's overall development. The planning for improvement is good, which ensures that priorities for future development are identified. This results in a service that is responsive to the needs of all of its users.

What steps need to be taken to improve provision further?

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

- develop the risk assessments regarding outings and trips, with particular regard to the routes and vehicles that are used
- ensure the procedures for dealing with allegations against adults working in the setting meet the Local Safeguarding Children Board requirements.

The leadership and management of the early years provision

All of the required documentation is in place, stored appropriately and professionally presented. The childminder has a good understanding of protecting children from child abuse. She is fully aware of signs and symptoms and is aware of the procedures to follow when concerns are raised with children in her care. However, there are incorrect procedures in place for dealing with allegations of abuse against other adults in the setting. She has emergency contact numbers easily available and an appropriate record system for recording existing injuries. As a result, children's welfare is safeguarded well.

The childminder ensures all children are valued and included, for example, young children in high chairs are able to sit at the dining table with older children. She works extremely effectively with parents, sharing clear information about the Early Years Foundation Stage and her setting through a wealth of written policies and procedures. Children's progress and achievements, and information about their care, and their learning at home, are shared very effectively through systems such as emails and text messages. Children's development files are available at all times and are given to the parents every six months, allowing them time to view them. The childminder works effectively with other settings and agencies to provide experiences that complement and promote the children's learning and care. Children carry contact books with them when they attend each setting, specific aims and objectives for children are agreed and implemented with all parties, and reports are made to social services concerning particular individuals.

The childminder recognises the value of continuous self-evaluation and improvement and how it impacts on children's achievements. For example, she has evaluated her educational provision and has devised action plans and implemented new systems for gathering information. She has devised a parent questionnaire, addressed issues that have arisen, and updated her own knowledge and skills by attending further training opportunities. This has successfully improved the quality of her provision

The quality and standards of the early years provision

The childminder provides a welcoming and stimulating learning environment that successfully helps children of different ages and abilities develop good independence and choice making skills. Children's safety is promoted well overall and children have appropriate opportunities to learn about keeping themselves safe, for example, they take part in practising the emergency evacuation drills and road safety. They also discuss issues such as 'stranger danger'. However, the risk assessments for outings do not include the routes or vehicles that may be used. The promotion of children's health, and opportunities for children to develop their understanding of this, is outstanding. For example, children have an extremely good opportunity to understand healthy eating and the benefits of exercise from regularly visiting the childminder's allotment, growing their own fruit and vegetables and then cooking and eating them in the childminder's home. They delight in helping to make fresh fruit smoothies for their breakfasts and have learnt

about keeping their teeth healthy from a dentist who visits the setting. Procedures followed for the health of children are extremely thorough. For example, the childminder uses gloves to change nappies, wipes changing mats before and after the procedure, and wipes the young children's hands after their nappy is changed. The childminder provides healthy, well balanced home cooked foods sometimes using substitute ingredients, which in turn allows individual dietary requirements to be successfully promoted. Children are effectively encouraged to develop habits and behaviour appropriate to good learners. A clear written behaviour policy is shared with parents. The childminder ensures she is a good role model, using 'please' and 'thank you' and talking to the children in a calm and respectful manner. She also encourages the children to participate in collaborative play, which helps to promote good relationships. For example, children enjoy coordinating movements using a large parachute game when in the garden. As a result, children are developing good relationships with their peers. The childminder plans and provides a wide range of stimulating resources and activities. For example, children grow sunflowers, decorate paper aeroplanes and enjoy competitions to see how high they grow or how far they fly. The childminder's interaction with children is very sensitive and she extends learning well. For example, children's communication skills are promoted well by the childminder asking them open ended questions, which encourages them to think. She introduces and repeats new words, and draws the very young children's attention to the written word, by asking them if she can write names on the work they have created. Information from observation and assessment is used well, which enables children to make good progress towards the Early Learning Goals. For example, children who show interest in baking activities are encouraged to help prepare snacks. 'You and Your Child' books have just been introduced, which enables the childminder to ascertain clear starting points in the children's development. The childminder makes written records of what children can do and understand and links these to the areas of learning. Records are also made on the next steps that are used to develop their learning. She then completes a report each term on each area of learning, to ensure all areas are being covered. The gathered information is then clearly used to develop the children's learning through their play.

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?	1
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

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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