

Inspection report for early years provision

Unique reference number	EY386984
Inspection date	24/08/2009
Inspector	Stephanie Graves

Type of setting	Childminder
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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.

Description of the childminding

The childminder was registered in 2008. She is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She lives with her husband and young son in Chatham, 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. The setting is accessible and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four 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 on a part-time basis. She also offers care to children aged over five years to 11 years.

The childminder attends the local children's centre and toddler groups. She is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder works hard to ensure that children's welfare, care and learning are well promoted. Inclusion is promoted effectively in all areas of childminding practice and the unique needs of each child are addressed in partnership with parents. The childminder's ability to maintain continuous improvement is good. Reflective practice is used well, helping to promote effective outcomes for the children.

What steps need to be taken to improve provision further?

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

- continue to develop the use of ongoing observational assessment to inform planning for each child's continuing development
- continue to match observations of children's learning to the expectations of the early learning goals.

The leadership and management of the early years provision

Methods of self-evaluation are good and help the childminder to critically review her practice. This is undertaken in partnership with parents and children's views are sought in relation to their likes and dislikes. Self-evaluation is focussed and sets realistic targets for future improvement. For example, the childminder has improved safety measures identified at the point of registration. She is currently looking at ways to provide new and interesting activities for the children, to improve the partnership with parents and further develop children's knowledge and understanding of diversity.

The partnership with parents clearly promotes children's welfare and development. A consistent two-way flow of information helps parents and the childminder provide consistency of care for the children. Policies and procedures are shared along with a range of other records and written information. Parents are involved in their children's learning and development and greatly value the service provided. This helps to provide children with equal support in their learning between home and the childminding setting.

Children are safeguarded well through the clear procedures in place. For example, the childminder follows clear procedures, such as ensuring the premises are secure, recording visitors to her home and making sure all accidents and incidents are recorded. Good, regular use of risk assessment helps to keep children safe wherever they go with the childminder. Her up-to-date knowledge and understanding of issues relating to safeguarding children is good. She has a clear awareness of the signs and symptoms of abuse, keeps a good range of information close to hand and knows who to contact in the event of a concern. This means children's welfare is her top priority.

The quality and standards of the early years provision

Children are happy and settled within a professional childminding environment where they make good progress in their learning and development. This is because the childminder spends much of her time making experiences meaningful and helps to extend children's interests and individual abilities. For instance, she supports their learning well through asking effective questions to help them problem-solve. This includes concepts relating to colour, shape and number. She asks questions to encourage them to think including what they will 'buy at the shops' as they select different resources during role play. She extends this learning by taking children to the supermarket where they can buy the food for their meals and help prepare them. As a result children learn to make connections between real life experiences and play. Interactive toys promote the use of the senses and children have access to programmable resources, including a toy computer, that help them to discover how things work.

Children enjoy stories as the childminder reads with good expression and includes them in the storylines. They answer questions, copy key words and learn about initial sounds, which helps to promote their early language skills. Children talk about their preferred activities, such as, collecting eggs from the chickens in the garden 'for lunch.' Although there are no clear links between observation and assessment, the childminder is developing clear procedures and beginning to match observations to the expectations of the early learning goals. She records children's progress from when they start at the setting. She has a loose weekly timetable which incorporates all the areas of learning. This is implemented with flexibility to allow her to develop children's current interests and abilities. Overall, the experiences provided help children make good progress and assimilate the necessary skills for their future learning.

Good health and hygiene procedures are adopted by the childminder. Children with infectious illnesses do not attend the setting and all children have their own

flannels and towels. This helps to prevent the spread of infection. Healthy meal options are provided incorporating the main food types and plenty of fresh produce. Drinking water is available at all times helping to keep children hydrated. They learn about keeping safe, for example, when out and about with the childminder, or when using the stairs. Consequently, they develop an early understanding of personal safety.

Children learn about the behaviour expectations of the childminder. She uses a clear set of house rules, which helps children learn the difference between right and wrong. She encourages good manners as children learn to share and take turns and praises them frequently for their achievements and good behaviour. This helps to ensure that children's confidence and self-esteem are well promoted.

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

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