

Inspection report for early years provision

Unique reference number	125854
Inspection date	02/09/2009
Inspector	Stephanie Graves
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 1994. 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 two children in Staplehurst, Kent. Her home is close to public transport, schools, shops, parks and other amenities. The whole of the childminder's home is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding a total of three children in this age group at different times throughout the week. She also offers care to children aged over eight years to 11 years. The childminder supports a number of children with learning difficulties.

The childminder attends the local toddler groups and childminding groups and is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder understands each child's needs and ensures their welfare and learning are well promoted. Children play and learn within safe boundaries and enjoy being together. The partnerships between the childminder, parents, local schools and pre-schools contribute towards ensuring that the needs of all children are met consistently. This helps them to make good progress. The childminder's capacity for maintaining ongoing improvement is good, highlighting the setting's strengths and clear priorities for development. This helps to ensure that the needs of children and their parents are met.

What steps need to be taken to improve provision further?

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

- continue to ensure the risk assessment covers anything with which a child may come into contact
- continue to develop the use of ongoing observational assessment to inform planning for each child's continuing development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively through clear procedures that ensure their welfare is promoted at all times. The childminder is clear about child protection issues and keeps a good range of information to access should she have any

concerns about a child. Her up-to-date knowledge and understanding of how to effectively safeguard children, ensures the welfare of every child remains of paramount importance. Although the risk assessment does not always clearly demonstrate everything with which a child may come into contact, the childminder ensures the written record is reviewed regularly and carries out daily checks to maximise children's safety.

The childminder is committed towards striving for improvement wherever possible in her practice to benefit the children she cares for. She promotes the current skills and abilities of the children in partnership with their parents, carers and other settings. She takes a critical look at her practice to ensure any improvements are made. Resources are well used to maximise children's learning potential. For example, toys and resources are freely available both indoors and out, and the furniture and equipment is suitable for children of all ages and stages of development.

Equality and diversity is promoted exceptionally well within the childminder's practice. She keeps an excellent range of guidance and information, which she embeds into her everyday practice. Every child is valued as an individual and all children and their families are supported according to their specific needs and circumstances. This means that no child is disadvantaged and that all children are treated with equal regard. Systems for self-evaluation are good. The childminder is clear about the strengths of the provision and setting realistic, meaningful targets for improvement to improve her practice wherever possible. She ensures that parents and children have an input into the running of the setting and their needs and wishes are acted upon. Previous recommendations have been addressed well, helping to move the childminder's practice forward effectively.

The partnerships between the childminder and other settings greatly contribute towards promoting children's achievements and good progress. The childminder engages with parents to ensure children's care and learning are well supported. A very good range of information is shared and parents and carers feel the childminder is flexible and offers the children security and continuity. Parents are included and involved in their children's learning and development, helping to move them to reach their full potential.

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

The childminder has a good understanding of the Early Years Foundation Stage requirements and supports children's welfare and learning effectively. The provision of toys, resources and experiences cover all areas of learning and help children make good progress. For example, the childminder reads stories and asks imaginative questions, such as, how different pieces of puzzle go together and how children are going to construct a tall tower successfully. This enables children to develop their communication and problem-solving skills, as well as confidence and independence. Children are provided with plenty of physical exercise through daily walks, garden play and visits to the park.

The childminder teaches them about concepts that help them to become aware of environmental issues. For instance they visit charity shops and learn about recycling. Observations are carried out on the children, although their progress is not currently fully assessed. However, the childminder continually builds on children's current interests and abilities in partnership with parents and other settings to help them make good progress. She supports the needs of children with learning difficulties according to parents' wishes to help them develop and learn through individualised routines. This enables them to move forward effectively in their learning and development.

Children enjoy their time within the setting. They feel settled and comfortable as they access their preferred toys, resources and experiences. They respond well to the childminder's input and play well together. For example, they engage in pretend play with puppets, share books and work collaboratively to construct bricks into a tower. They are quick to imitate and join in with older children, for instance, as they count the bricks and find 'three more' to complete the structure.

Children enjoy accessing programmable toys that help them to discover how things work. This also encourages their communication skills and awareness of number concepts. They become competent with letters and sounds, for instance, learning that 'm' is for 'milk'. The younger children's self esteem and confidence is raised as the childminder praises them for identifying objects, such as, a 'balloon', 'hot dog' and 'cat' as they think and respond.

Children feel safe and secure within the childminder's care and demonstrate this as they respond well to her caring approach and personal acknowledgement of each of them. They learn about keeping safe in a range of situations. For instance, they understand that if they run around they may hurt themselves by treading on construction bricks. For this reason, children help to tidy away and become aware of personal responsibility regarding keeping safe.

Good health and hygiene routines are adopted by the children. They know when and why they need to wash their hands and use paper towels for drying them to help prevent the spread of infection. Healthy meals and snacks are offered and children are actively involved in growing a good range of fresh produce in the garden. This helps them learn about healthy eating as they plant, pick and eat fresh fruit and vegetables, including strawberries, beans, marrows, cucumbers, sweet corn and peppers.

Children understand the expected behaviour boundaries and abide by house rules that help to encourage their safety and good behaviour. They develop responsibility, for example, as they help to tidy resources away or help younger children to complete an activity. They learn to share and take turns, and develop confidence and self-esteem through plenty of praise for their achievements and good behaviour. This in turn helps them to learn to respect and care for others.

All children are encouraged to develop good social and communication skills and a positive awareness of diversity. They engage in many problem-solving activities and readily engage in concepts relating to information, communication and

technology. The experiences and routines in place all contribute towards helping children assimilate the necessary skills for their future learning and development.

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	1
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

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
---	-----

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