

Inspection report for early years provision

Unique reference number	EY302774
Inspection date	16/09/2009
Inspector	Stephanie Graves
Type of setting	Childminder

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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

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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.

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Description of the childminding

The childminder was registered in 2004. He is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. He lives with his wife and four children in Paddock Wood, Kent. The childminder works at the premises with two other registered childminders, one of whom is his wife. His home is accessible and close to public transport, schools, shops, parks and other amenities. The ground and first floors are used for childminding 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. He is currently minding a total of eight children in this age group at different times throughout the week. When working with other childminders at the premises he may care for a total of 10 children under eight years. He also offers care to children aged over five years to 11 years on a flexible basis. The childminder currently supports a number of children with learning difficulties and also a number of children speaking English as an additional language.

The childminder attends the local toddler and activity groups and is a member of the National Childminding Association (NCMA). The childminder is accredited and receives support from a local NCMA network coordinator. The setting is in receipt of funding for nursery education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is dedicated to meeting the unique needs of each child he cares for. He ensures their welfare and learning are exceptionally well promoted. Children are treated as individuals and demonstrate very secure relationships with the childminder. The childminder's ability to maintain continual improvement is excellent. Clear progress has been made since the last inspection and the use of ongoing reflective practice highlights the setting's strengths and priorities for improvement. This helps to ensure that the needs of children are met consistently in partnership with parents, other settings and outside agencies.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop children's involvement in healthy eating and making choices, for instance, by expanding the variety of home-grown produce.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through a highly effective range of procedures that ensure their welfare is promoted at all times. The childminder is clear about the signs and symptoms of abuse and knows exactly what to do in the event of a concern. The range of guidance in place ensures correct procedures are followed and the childminder works closely with his co-childminders, parents and children's services to ensure the welfare of every child remains his key priority. The childminder and other adults working with the children are suitable to do so and keep Ofsted informed of any relevant matters. He is accredited and attends a range of regular short courses to keep his exemplary practice at a high quality. The use of excellent risk assessment and daily safety check lists includes everything with which a child may come into contact. The childminder ensures the written record is reviewed regularly to highlight any concerns or record action taken to minimise risks to children's safety.

The childminder strives towards improving practice wherever necessary to benefit the children he cares for. He ensures the current abilities and interests of the children are continually developed in partnership with their parents, carers and other settings. He continually reflects on his extremely effective practice to ensure any improvements are made. Resources are exceptionally well deployed and used effectively to maximise children's learning and development. For example, an excellent range of toys and resources are freely available both inside and outdoors, and the furniture and equipment is suitable for use by children of all ages and stages of development.

Children with learning difficulties and those speaking English as an additional language receive excellent support. For example, the childminder values the home languages of the families and children attending and ensures pictorial resources enable them to identify and select their preferred activities and routines. Parents and carers are actively involved in sharing their home languages and customs with the children, which helps them to learn about diversity in society. Every child is treated according to their individual needs and with equal concern.

The use of self-evaluation is comprehensive and reflects the childminder's current high quality practice with a clear focus on future improvement. Parents and their children are included in the process along with the co-childminders working with him. Several areas highlighted for improvement have already been addressed. This greatly benefits all children through providing high quality care and education based on their needs and those of their parents and carers.

The partnerships forged with other professionals and settings are extremely effective. For example, the childminder enlists the support of visiting specialist practitioners to teach children a range of music and movement activities. He actively engages with schools and nurseries to ensure children's ongoing learning and care needs are shared. This helps to promote consistency of care for the children attending.

The partnership with parents systematically promotes the needs of every child. Parents are provided with an excellent range of information about the provision and feel their children are happy and settled within an excellent childminding environment. Comprehensively recorded daily contact notes are shared between parents and the childminder to support children equally between home and the setting.

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

Children thoroughly enjoy being with the childminder and respond extremely well to his attention and input into their play. For example, he teaches them to use the climbing frame safely and instils confidence into them as they take part in a music and movement activity. He eagerly talks to them about their home news and experiences and supports them exceptionally well as they join in with activities. The quality of the experiences provided is excellent and enables children to develop rapidly. These cover all areas of learning and offer great choice and variety. The childminder helps children extend their learning experiences, knowing when to leave them to play independently and when to offer support or ask questions to encourage them to think about what they are doing. During a group song time he is fully involved as children pretend to hammer a tail onto a kite. This pretend play helps young children make connections with real life scenarios and develops their imaginations.

The provision of programmable toys helps children discover how things work and explore information and communication technology. A range of books are freely accessible and promote choice and variety. The use of varied observational assessment is highly effective in gauging children's starting points through to when they move onto school. Daily observations are recorded and shared with parents in contact books and they contribute towards this process. The next steps needed in learning are clear and mean the planned activities for individual children are meaningful and realistic.

Children thrive on the experiences provided and take part eagerly. Even very young children stamp their feet, clap their hands, run and wave as they move and sing to action songs. This also helps them to learn about the effect that exercise has on their bodies. The childminder's input enables them to try new activities, which develops their confidence. Children have many opportunities to problem-solve, for instance as they explore simple addition and subtraction during action songs and explore the range of freely accessible resources. Their communication skills are developing very well. This is because the childminder asks relevant questions to help them think and respond during various activities and ensures they develop skills in relation to exploring letters and sounds.

Children are exposed to many positive images of diversity and weekly activities that help them learn about diversity in society. For example, they learn the importance of recycling and visit charity shops that support third world countries. Children enjoy stories with puppets at snack time and become quickly engaged. This is because the childminder captures their attention and encourages their

participation.

Children gravitate towards the childminder and demonstrate a definite sense of security and safety in his care. Children new to the setting are placed with whichever childminder they appear to bond with, helping them to feel secure from the start. All children learn to take controlled risks, for instance, as they eagerly use the climbing apparatus. This is well supervised and sited on a soft safety surface, enabling them to attempt new skills and develop confidence. Children are not afraid to problem solve as they use equipment independently but will also seek out the childminder for a cuddle or support when needed. They learn about personal safety, for instance through the childminder's professional knowledge and input concerning fire safety. He arranges visits to the local fire station, which encourages children to develop an excellent awareness of how to keep themselves and others safe.

Systematic adult input helps to ensure that effective health and hygiene routines are adopted by the children. For example, they know when they need to wash their hands and have use of paper towels to dry them to help prevent the spread of infection. Healthy meals and snacks are provided and children new to the setting help to choose their favourites to help them settle. They help to prepare some meals and grow some fresh produce in the garden. This helps them to learn about healthy eating, for instance, as they plant, pick and take home tomatoes and strawberries.

Children's behaviour is exemplary. This is because they receive positive attention from the childminder who keeps them engaged in meaningful activity. As a result, they are fully occupied and settled. They are praised and encouraged regularly for their achievements, for instance, as they take part in group activities or complete a self-chosen task. They are involved in purposeful play opportunities and receive the support they need to move on in their learning. The childminder is a good role model who encourages good manners and sets firm but fair boundaries. This means children understand what is expected of them within an environment of trust and respect. This helps them to respect others and develop confidence and self esteem.

Children develop excellent social and communication skills as they play and learn together. They engage in many problem-solving exercises and readily engage in concepts relating to information, communication and technology and discovering how programmable toys work. They are friendly and sociable and develop excellent social skills as they play and learn together. Overall, the excellent experiences provided help children quickly assimilate the necessary skills for their future learning.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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