

## Inspection report for early years provision

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| <b>Unique reference number</b> | 125290               |
| <b>Inspection date</b>         | 10/09/2009           |
| <b>Inspector</b>               | Liz Margaret Caluori |
| <b>Type of setting</b>         | 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.

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## **Description of the childminding**

The childminder has been registered since 2000. She lives in Aldington, Ashford, with her husband and their four children aged 17, 14, six and four years. The childminder's eldest son works with her as a registered assistant during school holidays. Childminding generally takes place on the ground floor, with an upstairs bedroom used for children to sleep. There is also a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children under eight years of whom three may be in the early years age range, other than at times when a variation has been agreed by Ofsted to allow four children in the early years age range. She currently has seven children on roll, all of whom are in the early years age range and all attend on a part time basis.

The childminder is accredited with the local authority and holds an NVQ level three in childcare. The family have a dog, a rabbit and ducks. There is also a fish pond in the garden which is securely covered to make it inaccessible to children.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's welfare and learning is very effectively promoted by the careful organisation to meet their individual needs. Safety is given high priority within the setting, ensuring that children are secure and protected as they take part in a broad and interesting range of activities. Effective partnerships with parents and carers and a strong capacity to identify and address areas for improvement support the childminder to continually adapt her service to respond the needs of the children and their families.

## **What steps need to be taken to improve provision further?**

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

- consider including greater detail in the information relating to the next steps identified for each child to allow the information to be shared more readily with parents, carers and others
- review the organisation of the written information provided for parents and carers to ensure that out of date information is removed promptly

## **The effectiveness of leadership and management of the early years provision**

The childminder takes great care in the organisation of her setting to ensure that resources, both within the house and in the garden, are well deployed to create a

stimulating, safe, child-centred environment. She is aware of her responsibilities with regard to reporting any child protection concerns that she may have. Both she and her assistant have attended training to enable them to identify the potential signs and symptoms of abuse. Written records are maintained of the risk assessments carried out on the premises, activities and any planned outings. These are used to identify any safety precautions required and are regularly reviewed to ensure that they remain relevant. The childminder very competently provides children with opportunities to develop their independence in a safe, secure environment. They also learn how to keep themselves safe through practical experiences such as safe road crossing.

The childminder is highly committed to constantly evaluating and improving her service. She holds an NVQ level three qualification and also regularly attends short courses to enhance her knowledge and understanding in specific areas. She has a clear vision for her setting, which is to continually strive to meet the very individual needs of the children attending.

Children benefit from the childminder's understanding of the importance of fostering positive partnerships with their parents and carers. Similarly, she has a very positive attitude towards working with any other professionals or agencies in order to meet children's needs. This ensures that information is shared effectively. In addition, it provides consistency and continuity which helps children to feel relaxed and settled.

Parents and carers receive a very warm welcome when they arrive to deliver or collect their children. They are also provided with a comprehensive set of written policies and procedures outlining all aspects of the service offered. These are regularly reviewed and updated to reflect changes in legislation as well as changes in practice. Whilst the current information is held on file, there are one or two out of date records which have not been removed. This does not support the childminder to ensure that the correct information is promptly and easily accessible. Parents and carers receive regular newsletters informing them of the day to day life of the setting, activities planned in the future and the way in which they can support their child. The childminder also uses questionnaires to seek the views of parents and carers to support her in identifying and prioritising areas for improvement.

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

Children flourish in the childminder's care. They are making good progress in all areas of their learning as a result of the highly effective systems the childminder has in place to assess and monitor their development. She is extremely competent at identifying the next steps for each child; however the written records of these have a tendency to be somewhat general and do not always contain specific details. As a result, these records are not particularly helpful in supporting the childminder to easily share specific information with parents, carers and other professionals.

Children are becoming very independent in their learning as a result of the opportunities they receive to make decisions and choices. They have access to an impressive range of toys and resources, attractively presented to engage their interests. They show great enthusiasm for the activities provided and are developing very good concentration.

The childminder ensures that all toys and books are chosen to promote positive images of people from throughout the community. She is committed to ensuring that children are supported to develop a respect and understanding of differences. All children have access to the same activities and the childminder skilfully adapts these to ensure that each child can enjoy similar experiences in a way which is appropriate for them. For example, all children take part in arts and crafts activities but the resources and support provided varies depending on each child's individual needs. This level of support and attention not only supports their learning but also promotes their self-esteem.

Children are extremely well supported to develop a range of skills which will help them prepare for school and their future lives. They are gaining confidence in their self-care skills and are wonderfully sociable. They engage in very interesting and articulate conversations with the childminder which extend their vocabulary and knowledge and understanding of the world. In addition, children have access to practical experiences such as using a computer.

Children benefit from the childminder's understanding of their need to make choices, solve problems and express themselves creatively. They enjoy arts and crafts, role play and musical activities as well as activities which support them to develop their understanding of mathematical concepts. They learn about the benefits of healthy lifestyles and are provided with regular opportunities to take part in physical play as well as being offered a nutritious range of meals and snacks.

## 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

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

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|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 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                             | 2 |
| 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

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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 |

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## **Annex B: the Childcare Register**

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| 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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