

Inspection report for early years provision

Unique reference number	EY389427
Inspection date	11/11/2009
Inspector	Jenny Kane
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.

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Description of the childminding

The childminder has been registered since 2009. She lives with her husband and three children aged between one and 11 years in the Park Farm area of Ashford. The ground floor of the childminder's house is used for childminding with access to one upstairs bedroom for play and another for sleeping. There is a large fully enclosed rear garden for outside play. Schools, pre-schools, toddler groups, shops and parks are nearby. Her home is readily accessible.

The childminder is registered to care for a maximum of four children at any one time. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is currently minding four children on a part-time basis of whom three are in the early years age group.

The childminder supports children who speak English as an additional language. The childminder attends the local childminder support group and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play in a bright, welcoming and safe environment where the good supply of resources are accessible and well organised. The childminder provides sound care and learning for children in the Early Years Foundation Stage (EYFS). She has a professional approach and strives to provide an inclusive and welcoming service for children and their families. The childminder effectively uses self-evaluation to identify her strengths and areas for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the recording of observations of each child's achievements and learning styles to help identify their next steps and use them to inform any future play plans
- review procedures for outings to include carrying essential records of the children

The effectiveness of leadership and management of the early years provision

The childminder gives high priority to promoting children's safety and welfare. She has a good knowledge of the child protection procedures approved by the Local Safeguarding Children Board. Parents have copies of her policy, which means they are clear about her role and responsibilities. Risk assessments and actions taken to manage or eliminate risks are effective. Her emergency plan with another

childminder ensures continuity and support. The childminder is well organised and has effective and clear policies, procedures and information in place so that all parents are clear about her service. All legal documentation is in place and well maintained. The written information provided for parents is well presented, clear and professional. She has begun to use the self-evaluation form to identify her strengths and areas for improvement. Her commitment to ongoing training and self-development is good. She knows other childminders and attends the local childminding group where discussion and support helps to improve her knowledge and childcare practice.

Good relationships between the parents and the childminder have developed and they work together to meet the needs of the children. When children first start, parents provide as much information as possible about their individual needs, preferences and any cultural or dietary requirements. By sharing information about children's abilities and starting points, the childminder ensures good continuity. The use of contact books, which hold information about daily activities and progress, ensures parents are involved in their children's care. These back up the effective verbal communication. She has a professional attitude to working with parents and other providers, for example, the teaching staff at the school. She liaises and shares information and this helps with children's transition to school.

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

Children enjoy close relationships with the childminder who demonstrates a caring and attentive attitude. She has a good understanding of children's individual capabilities and developmental stages. As a result, they are supported and happy in their environment and this helps them feel secure. For example, children make themselves at home and freely move about selecting what they play with and what they do. The childminder supports children's learning by providing a good balance of activities both indoors, in the garden and outings, which link to the areas of learning. Children enjoy books, visit the library, join in social activities and meet other children on visits in the community. Children happily approach the childminder for attention and bring her favourite books to look at together. They sit on her lap and talk about the pictures and one child counts five items. The childminder uses good discussion during play and this encourages young children's speech. For example, one child has fun with the musical tree toy, gurgling with delight when pushing buttons to make animal noises. The childminder extends the activity by talking about the sounds of the animals and the colour of the flashing lights.

The childminder makes observations of the children during play and notes down achievements to share with parents. The children's development folders are interesting with photographs, samples of work and notes about activities. However, she has not yet fully developed a system, which links to the planning of children's next steps. Recent attendance of observation and assessment training has helped the childminder to update her knowledge of the EYFS. She is able to communicate to parents how children in her care are developing and progressing.

There are good opportunities for children to partake in daily physical activity and learn about staying healthy. The childminder encourages walking to school, visits to toddler groups and local parks and plenty of social events. Children learn about the safety rules in the garden when using the large equipment. They understand about road safety and walking together on walks. Although the childminder is well organised for outings, using suitable equipment and carrying supplies, she does not take with her any records of the children or herself which compromises safety in the case of an emergency. The childminder follows and explains good hygiene practices so children learn the importance of good personal hygiene. Children remember to use their own towels when they wash their hands after play and before eating. They enjoy nutritious snacks, eating together at the table and discussing their preferences. The childminder records food intake, sleep patterns and nappy changes in the contact book, which helps keep parents informed.

The childminder treats children with equal concern and pays good attention to promoting their uniqueness and individuality. Her home is user friendly and accessible and she is confident in her ability to care for children with a range of abilities and needs. Children gain an understanding of the wider world through looking at differences, toys that promote diversity and celebrating festivals. They learn about the natural environment during nature walks and playing in the garden. Children recently made bird cakes and enjoyed watching the various birds feeding. Children are interested in what they do because the childminder pays them good attention and makes their day fun. They are clear about the ground rules and sharing during play. Consequently, children's behaviour is good.

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	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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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

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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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