

## Inspection report for early years provision

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<b>Unique reference number</b>	125787
<b>Inspection date</b>	01/10/2009
<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.

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 has been registered with Ofsted since 2001. She lives in High Halden with her husband and two adult daughters. Childminding generally takes place on the ground floor and a first floor room is available for children to sleep. The toilet is also located on the first floor. There is a fully enclosed garden for children to play outside.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of whom three may be in the early years age range. She currently has four children under eight years on roll, of whom two are in the early years age group. All children attend on a part time basis. The childminder also cares for children over eight years after school.

The childminder is working towards an NVQ level three qualification in childcare and maintains a current first aid certificate. The family has a pet dog.

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

Overall the quality of the provision is good.

Children are extremely happy and settled as a result of the careful consideration given to meeting their individual needs. They are protected by the exceptionally high level of attention given to identifying and managing risks as well as effective child protection procedures. A good capacity for continual improvement and effective self-evaluation enables the childminder to ensure that her practices reflect the changing needs of children and their families. In addition, excellent arrangements are in place to share information with parents and carers.

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

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

- consider offering greater support for children to learn about diversity
- continue to build links with other providers to share information on children's progress and to plan complimentary activities

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

Children are protected by the excellent consideration given to promoting their safety within the home and on outings. The childminder undertakes separate risk assessments for each child which ensures that their very individual needs are met. This enables her to put appropriate safety precautions in place. The childminder has a very good understanding of the correct procedures to follow should she be concerned about a child's safety. She is very confident in her ability to identify the

potential signs and symptoms of abuse and has the contact details necessary to make a child protection referral if necessary.

Very positive relationships are maintained with parents and carers. They are provided with a very good range of written information on all aspects of the care provided. There is a clear set of written policies which includes the childminder's aims and objectives as well as information on the process, which will be followed should a parent wish to make a complaint. Parents are also given exceptionally good information about the progress their child is making in all areas of their learning and development. This includes the next steps identified in each area and the rate at which they have improved. The childminder also maintains friendly contact with other professionals involved in delivering the Early Years Foundation Stage to the children. However, she does not currently incorporate their observations into her monitoring of children's progress.

The childminder has a very positive attitude towards evaluating and continually improving her service. She very competently works to identify her strengths and weaknesses and this has led to a number of changes to her practices. These include the introduction of very effective systems for assessing and monitoring children's progress. She has refined a system which is easy for her to maintain and which very effectively allows her to identify the next steps planned for each child. Parents enjoy reading the written records the childminder holds on their child, and are able to contribute observations from home.

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

Children flourish in the childminder's care and are making very good progress in all areas of their development. This is a result of the great care taken to identify and address their very individual learning and developmental needs. They are happy, settled and confident to explore their environment. They have access to an impressive, attractively presented range of toys and resources, many of which they can select independently. The childminder has made a commitment to purchase wooden toys, in favour of plastic, where appropriate. As a result, children play with well-made, traditional toys alongside those which are more modern and hi-tech. The childminder skilfully uses her knowledge of child development and of the children's individual personalities to set out activities which she is confident they will enjoy.

Children respond very well to the childminder's warm, caring and light-hearted manner. For instance, a very young child delights in the attention she receives as the childminder sits on the floor and plays with her. They play with the toys set out but also make up games, such as taking turns at pretending to cough. These simple shared jokes and happy experiences help the child to bond with the childminder. This, in turn, gives her the confidence to experiment, fail and try again in a safe environment. Spending time in this type of environment supports all children to develop the skills to learn independently.

Children are supported to develop their knowledge and understanding of the world

through a range of discussions, activities and outings. They visit local parks and places of interest such as the local Rare Breeds Centre. They also go to playgroups to give them opportunities to mix with other children. They play with resources which promote positive images of different people. She does not tend to plan activities specifically aimed at teaching about diversity but responds to any spontaneous opportunities which arise to promote respect and understanding of others. This helps to prepare the children to interact with people who will later be their colleagues and neighbours. Children's future life skills are also promoted by the regular opportunities they receive to think for themselves and to problem solve. They also learn a range of practical skills, such as cooking and using computers.

Children learn about healthy life styles and the importance of good personal hygiene. The childminder maintains a current first aid certificate and also has appropriate procedures in place to deal with sickness and administer medication. Children are developing an understanding of the benefits of healthy lifestyles and good personal care. They are provided with regular opportunities to take part in physical play both within the childminder's home and in the fresh air. They are offered a nutritious range of meals and snacks and drinks are constantly available.

## 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

<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

<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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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

<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	1
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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