

## Inspection report for early years provision

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**Unique reference number** EY221161  
**Inspection date** 15/10/2009  
**Inspector** Susan Jennifer Scott

**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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 since 1998. She lives with her husband and two school aged children. They live in a semi-rural location in Maidstone. Children have access to the lounge and dining area, kitchen, upstairs bathroom and a bedroom for sleeping. There is a large garden available for outside play.

The childminder is registered to care for a maximum of four children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. No overnight care is offered. Currently, she is minding a total of five children, four of these are in the early years age group.

The family have pet cats. The childminder has access to local shops, parks, and pre-schools. She makes regular visits to local toddler groups and music workshops. The childminder holds an NVQ level two qualification in early years practice.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is effective in enabling children's development because she has a good understanding of their individual needs, providing good support and interesting activities to suit their needs. Children are safe and secure at all times and the childminder promotes all aspects of their welfare with success. The partnership with parents and other providers ensures that all children make good progress, given their age, ability and starting points. The childminder has evaluated her service and is skilful in providing a service that is responsive to the needs of individuals.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- devise a procedure to be followed in the event of a child going missing (Safeguarding) 30/11/2009

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

- make systematic observations and assessments across all six areas of learning and development to identify learning priorities
- clarify the record of risk assessments to show clearly how identified risks have been minimised

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

Children are protected by the good arrangements in place to safeguard them and written consents for a variety of activities such as travel and the administration of medication are obtained from parents. The childminder's own knowledge and understanding of child protection issues is good and she has a paediatric first aid qualification to enable her to provide appropriate treatment when needed. She makes good arrangements to safeguard children when she is outside and protects them from hazards by using reins, age appropriate car seats, and by making children aware of hazards. However, she has not devised a procedure to ensure that lost children are dealt with effectively. The childminder is very aware of how to keep children safe in emergencies and ensures they are protected by the working smoke alarms and an emergency plan. The childminder has not completed a full risk assessment, although she has a comprehensive checklist which she uses on a daily basis.

The partnership with parents is very positive. The childminder uses the information provided by parents to support children's needs and caters for their preferences extremely well. This enables children to feel very settled, secure and welcome. Parents are provided with access to a file of information about the childminder and are shown registration and insurance certificates. The attendance register is maintained with times of arrival and departure and written consents from parents, including those for use of play equipment and transport, are recorded. This ensures that parents fully support the care their children receive. Children derive benefits from the close working relationship between their parents and the childminder, and this in turn supports good communication between the other agencies involved with the minded children. Close liaison with parents and others involved in children's care ensures children's welfare is promoted effectively. The childminder also shares the records of learning and development which she has made and the photographs of children's experiences which support these.

The childminder is committed to ensuring the children she cares for are secure and happy. She has begun her self-evaluation and identified the strengths although not specific areas she intends to build upon. She is, however, intending to update her level two qualification. The childminder is recording her use of the Early Years Foundation Stage well. The childminder has a good understanding of equality and diversity, her written policy refers to the uniqueness of each child and her practice builds upon the similarities and differences children experience. Festivals and activities celebrating varied cultures are used to support children's understanding of the world around them.

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

Children are kept safe in the home and garden through the good supervision of the childminder. They discuss hazards, such as traffic and are encouraged to hold hands when they go out. They have frequent and regular access to the garden and

enjoy daily outings, regularly visiting local groups for adults and children. The outings and the premises have been risk assessed through the use of a daily checklist, but there is not a complete risk assessment that is regularly reviewed. The childminder is aware of the minor hazard posed by the damaged stair carpet on the lowest step and always supervises children using the stairs, but this has not been recorded in the risk assessment.

The childminder helps children understand how to keep themselves safe by explaining and giving clear and positive direction. For instance, when they need to tidy away after lunch, the children help sweep the spilt raisins, which effectively promotes their sense of responsibility. Children's behaviour is good; they learn how to respond kindly to each other through the clear instructions and good explanations given by the childminder. For instance, the childminder asks a child to look at another's face when he growls during play, so that the child understands it is frightening for the younger child.

The childminder provides activities that interest children and ensures she provides play and resources that reflect their preferences. Children experience interesting and appealing play and learning through varied activities. For example, they enjoy attending the local childminding group where they make craft items. The childminder has developed a system to record information that notes their development and identifies their next steps in learning. This allows her to plan experiences that enable them to progress in all areas of their development. However, the six week reviews that the childminder conducts do not consistently cover all areas of learning or present a complete picture of development to assess learning priorities.

Children are well supervised and protected in the event of an emergency, as the childminder has made appropriate plans, and practised the emergency evacuation of the premises, as well as ensuring they can wait for help in safety. They learn about hazards effectively as the childminder talks to them about their actions and consequences. For example, they open the patio sliding door to allow the cat to come in and the childminder reminds them to keep their fingers safe while she watches them. Children are encouraged to take care of themselves by washing their hands before eating, or after using the toilet. Children benefit from healthy choices such as the fresh and dried fruit they eat for snacks.

Children are provided with a range of learning opportunities offering challenges. For instance, they enjoy role play and the childminder uses this to develop their growing vocabulary and understanding. Children experience a variety of art and craft activities when they attend the local childminder's group and participate in the organised activities. Such outings and social events encourage the development of children's social skills and confidence. Children learn about numbers through counting, often spontaneously, and the childminder supports their ability to identify colours through playing alongside them. Children are very interested the play opportunities offered to them and frequently ask questions which the childminder utilises as learning opportunities, building upon their understanding and enjoyment by joining in and extending their experiences. Children therefore make good progress in the childminder's care as she encourages them to develop their independence and to acquire a variety of

physical and social skills. Children benefit from the varied experiences they have here and from the visits to local farms and other outings when they continue to build upon their understanding of the community. Children discuss and observe wildlife outside in the garden, supporting their interest in nature.

## 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	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

<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**

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