

## Inspection report for early years provision

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<b>Unique reference number</b>	EY259270
<b>Inspection date</b>	16/10/2009
<b>Inspector</b>	Stacey Sangster

<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 was registered in 2003. She lives with her husband and three school-aged children in a large, modern, four bedroom detached house in Ashford, close to local amenities. The family has a dog and keep guinea pigs.

Children have access to a play-room, sitting room the conservatory and kitchen/diner. Bedrooms are available if needed.

The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. She may care for no more than six 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. A variation has been agreed to allow her to exceed this number, in specific circumstances.

She currently has six children on her books, four of whom are in the early years age range.

The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is outstanding.

The childminder is extremely dedicated and takes a great deal of pride in the professional approach that she takes to her work with children. She is well qualified and uses the knowledge that she has gained through training effectively to monitor and extend her own practices. The enjoyment and well being of children is at the heart of all that she does. She is highly committed to providing an inclusive service. She understands and celebrates the fact that all children are unique and takes all aspects of their needs, personalities and stage of development into account when planning their day.

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

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

- consider reflecting more fully the information that parents share about their children, both in the initial assessment and ongoing record of children's progress

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

The childminder has excellent procedures to safeguard children. She has a detailed knowledge of child protection, having attended National Childminding Association training relating to this subject. Her role and responsibility is clearly detailed in her written policy, which she makes available to parents. She approaches the subject confidently, openly but sensitively, for example making parents aware that she will ask questions about any injuries or marks that children arrive with and ask parents to sign the record of the details that they share, but also letting them know that she will take time to share her concerns with parents and the hope that they will feel comfortable to do the same. She is clear that her first concern will always be the safety and welfare of the children in her care.

The childminder is keen to learn about new approaches and her commitment to improvement and enthusiasm for developing her knowledge has led her to recently complete a Level 3 National Vocational Qualification (NVQ) in childcare and education. The childminder meets regularly with other childcare professionals, is an accredited childminder approved to accept the Nursery Education Grant. This allows parents to fund children in the eligible age range, via this government scheme. Her accreditation also allows her access to high quality training and the support of a network coordinator. The childminder is proactive, constantly reflecting on what she does and how she does it, in order to look for ways to improve. There is clear evidence that following meetings with her support worker or attendance at training she makes changes to her practices, where she sees ways of enhancing her service, or bridging any gaps in what she does. She is confident in her systems and gains pleasure from knowing that she does her job to the best of her ability and that this supports the children and families who use her service extremely well.

Parents are very happy with the care that the childminder provides, demonstrated by the fact that every family took the time to make known their views in letters and emails left for the inspector. All of the views were exceptionally positive. Parents write about the childminder 'providing a safe and secure environment', children being 'well cared for and nurtured, both mentally and physically' and having 'a head start when starting school'. The childminder is described by parents as 'flexible' and someone who 'goes the extra mile'. A number of parents have not moved their children to nurseries when they become eligible for free places there, they have recommended the childminder to their friends and family members and have placed subsequent children with her. In addition to the parents writing prior to the inspection, one of the children also made the effort to write. She wrote that she 'really liked' the childminder and commented that 'there is loads of activities to do'. The childminder speaks with warmth and affection when discussing the children that she cares for and demonstrates dedication to doing whatever she can to support both the children and families in any way that she can.

Arrangements to work in partnership with parents and others successfully support her work with the children. Discussions before the children start and throughout their time with the childminder give equal credence to welfare and education,

although initially the childminder uses her own observations to carry out the initial assessment. This results in her written assessment in the first few weeks not fully reflecting what she knows children can do. While it does not impact on what she provides for children because the information is taken account of, the lack of documenting the information parents share about their children's starting points is a missed opportunity to have full records of where children are from the start.

Good use is made of assessment records that previous Early Years Foundation Stage (EYFS) providers have compiled. None of the children the childminder has cared for have attended another setting while on her books. She is aware of the need to work in partnership with others where this does occur.

All children are cared for on an individual basis. The childminder acknowledges and respects that each child is unique. She organises the care to ensure that each receives a tailor made programme of care and education. Their routines, access to activities and plans to support their progress are all carefully considered to take into account children's individual, and constantly changing needs. Despite the effort put into planning and organising the day, the childminder keeps plans flexible to enable her to react to the children's ideas, moods and spontaneous events that might occur. The childminder encourages children to be respectful of cultures, traditions and celebrations different to their own and to consider the elements of each other which are similar. Older children had spent some time exploring inclusion and what it means, in simple child-friendly terms. The children showed an enthusiasm for considering situations where everyone could take part and exploring potential barriers to this and how they might overcome this. The children produced some pictures and posters which the childminder used to decorate the playroom. Makaton sign language symbols are displayed to encourage children to learn simple signs that enable them to communicate with children who have speech and language delay or who sign as their first language.

The organisation of the childminding setting is superb. Resources in the setting are extensive and used creatively to ensure that the very best use can be gained from them. For example, the childminder displays posters relating to the EYFS on her playroom walls and cuts out specific areas of guidance relevant to the children that she is caring for. She displays these prominently around the room to keep the key principles at the forefront of her mind when working with the children. Policies, procedures and systems for recording are professionally kept, updated regularly and are all hugely useful in supporting her service and the children.

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

Children are nurtured, cherished and supported very well to make excellent progress in all six areas of learning, while in the care of this childminder. The childminder weaves staying safe throughout many of the experiences, activities and discussions that she provides and as a result children are developing the skills to be able to identify some potential hazards and consider the action that they need to keep themselves and others safe. Children learn about how to support their own health and well-being through healthy eating and developing an

enjoyment of exercise and activities in the fresh air. The childminder supports this by showing her own enthusiasm for these pursuits and finding things that children like to do which support an active lifestyle. Hygiene practices ensure that children develop good routines to support their health. The policy in place regarding her care of infectious children is clear that she is unable to do this. She works hard to make sure that her home and the environments that she takes children to have a high level of cleanliness and the risk of cross infection is removed wherever possible.

Children's behaviour is very good for the childminder. She provides children with opportunities to discuss why she wants them to refrain from certain behaviour and makes sure that she reinforces positive behaviour with plenty of praise and encouragement. She works closely with parents to arrive at carefully thought out, planned and consistent approaches where issues arise and this supports children very well to develop an understanding of the expected codes of behaviour. Children are encouraged to share, take turns and consider the needs of others. As a result they enjoy each other's company and friendships blossom, with children often seeing each other as a result outside of time at the childminder's, as they invite each other to parties and make requests of parents to organise outings which they can invite their friends to. Children are given lots of opportunities to consider their own needs and to make choices from what is on offer. They develop a strong sense of belonging in this setting. Photographs of the children at play are displayed around the room and in albums which the children enjoy looking at. They know that their art work is admired and valued as it is displayed around the room and the affection that the childminder feels for them is both clear to see and expressed frequently, resulting in children feeling safe, secure and very relaxed in the childminder's care.

The progress that children make, as a result of the support that they receive, is extremely good. Clearly the childminder is not only very knowledgeable about child development and how children learn, but she knows what motivates each one of her minded children and uses this to encourage them to explore, investigate and enquire about the world around them. Her enthusiasm is infectious and helps children develop a love of learning and to become active learners, who are creative and think critically. The children are able to learn through play, working independently and with each other. The balance of adult and child-led experiences is carefully considered to encourage independence, while keeping interest alive with good levels of encouragement and assistance. The skills that they learn from their time with the childminder will support their future success and assist them in relation to future schooling as well as in society in general.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

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

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met