

Inspection report for early years provision

Unique reference number	EY314741
Inspection date	06/10/2009
Inspector	Joanne Wade Barnett

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.

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 2005. She lives with her husband and three children in Tonbridge, Kent. The whole ground floor area of the house is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of three children at any one time. She is currently minding two children within the early years age range. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is able to support children with learning difficulties and/or disabilities.

The childminder drives or walks to local schools to take and collect children. She also attends the local toddler group. The childminder has a Diploma in Home-based Childcare. She is a member of the National Childminding Association (NCMA) and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's good insight enables her to plan routines and activities that take into account children's individual needs and interests. This inclusive atmosphere helps them to make good progress in their learning and development. Children's welfare is promoted effectively and they are well protected. Recommendations made at the last inspection have been addressed and both self evaluation and partnership working are productive. Consequently, the scope for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- continue to develop the use of natural resources in children's everyday activities
- ensure parents have regular opportunities to make comments on their child's development files

The effectiveness of leadership and management of the early years provision

Good priority is given to safeguarding. The childminder understands the signs and symptoms that indicate abuse and neglect, which enables her to address any concerns about the children's well-being. Risk assessments are thorough. They cover everything that the children come into contact with and help to prevent accidents. Useful routines teach the children how to stay safe. For example, they practise the emergency evacuation procedure. This encourages the children to

take an active part in protecting themselves.

Records are well organised, readily available and amended as soon as changes occur to keep information up to date and accurate. All essential records and written policies are in place and shown to parents to inform them about the childminder's role and responsibilities. The registration and public liability insurance certificates are prominently displayed to allow scrutiny and parents are given details about how to contact Ofsted.

The children have easy access to a good range of developmentally appropriate, sustainable toys and resources, although the use of natural resources is developing. Routines are tailored to satisfy the children's interests. This allows them to make choices and initiate play.

Partnerships with parents are good. Contracts are used to clearly set out the expectations of both parties, while daily discussions and diaries keeps parents and the childminder informed about children's recent experiences. Partnerships with other settings that the children attend contribute positively towards supporting children's learning, as the childminder plans activities that reinforce topics children are exploring at school. This helps to make children's learning meaningful and helps to extend their knowledge and understanding.

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

Children make good progress towards the early learning goals in relation to their starting points and develop the skills necessary to their future success. The childminder has a clear understanding of how to promote learning through practical, fun activities and quality play experiences. Assessment arrangements are being developed and are generally effective in supporting children's learning. The childminder regularly observes children and is beginning to assess their next stages in learning. However, at present, the childminder has not developed plans to allow parents to comment on these records.

There are many photographs showing children enjoying painting, cooking and playing with musical instruments. This enables them to express their creativity and imagination. The childminder makes good use of everyday experiences to teach the children. For example, counting pieces of fruit at snack time. Children have a sense of belonging as they see their own work displayed in the play room. The children enjoy books too, which promotes their literacy development. The children like going on outings. They visit toddler groups, the park and the local childminder groups where they make new friends and learn to socialise.

Effective methods are used to encourage good behaviour, such as praising children for achievements and for kindness or helpfulness. They celebrate world festivals and see positive images of diversity in a range of resources, so they learn to respect and value difference. The childminder further promotes equality by ensuring that all the children are fully included in every activity. She encourages

them to try new experiences, is very supportive and has good relationships with them so the children feel valued, safe and secure.

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

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