

Inspection report for early years provision

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Inspection date	12/11/2009
Inspector	Stephanie Graves
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 was registered in 1992. She is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She lives with her husband and two adult children in Kemsing, near Sevenoaks, Kent. Her home is close to public transport, schools, shops, parks and other amenities. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. When working with an assistant, the childminder may care for four children in the early years age range. She is currently minding a total of two children in this age group on a full-time basis. The childminder also offers care to children aged five to 11 years. She supports children with disabilities.

The childminder attends the local toddler and childminding groups and is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The needs of the children in the Early Years Foundation Stage are well met. The childminder instinctively understands children's unique needs and supports their care and learning effectively in partnership with parents and outside agencies. She is committed towards improving her practice wherever possible and has taken positive steps in this respect since the last inspection. This includes developing good systems relating to inclusive practices and updating her training needs. The childminder therefore has a good capacity for maintaining ongoing improvement to improve outcomes for children.

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 ongoing observational assessment and match observations to the expectations of the early learning goals in order to plan the next steps in children's learning.

The effectiveness of leadership and management of the early years provision

Children's welfare and safety are well promoted through effective safeguarding and child protection procedures. For example, the childminder has attended recent training and has a good range of guidance to follow in the event of any concerns. She knows who to contact should this become necessary and keeps important

contact numbers close to hand. This helps to ensure that children's welfare remains the childminder's priority. A risk assessment is undertaken clearly and regularly and the childminder uses a daily checklist to ensure all aspects of the home are checked on an ongoing basis to minimise risks of accidental injury to children.

The childminder is clear about continuous improvement and ensures she sets realistic targets to enhance the service provided. The required records and several informative policies are used to underpin her good practice. Regular training events help to keep her up-to-date with changing requirements. The toys and resources are easily accessible and available to all children and help to promote their learning and development well.

Equality and inclusion are embedded into the childminder's daily practice. The development of each and every child is well considered, enabling them to progress effectively. The childminder ensures their specific circumstances and needs are known and addressed with clear parental involvement. A very good range of toys, resources and experiences are easily accessible to all children and include several positive representations of diversity. This helps the children to develop an early awareness of the differences between people in society.

The use of self-evaluation includes the input of parents and the children. Parents have opportunities to contribute to the process through daily verbal exchanges and written evaluation questionnaires. Children are consulted about their preferred activities and matters that affect them. The childminder works closely with other childminders to share and develop good practice. She is currently ensuring her daughter/assistant is fully aware of all policies and procedures, especially in relation to safeguarding children. The childminder aims to attend further training and further develop the links with outside agencies to improve the outcomes for children.

The childminder works closely with relevant outside professionals and agencies to help ensure children get the help they need. Parents value this input and feel their children are very happy and settled in a safe environment. They praise the childminder for the specific help and support she provides to meet their children's developmental needs. A good range of information is shared and parents' views are sought and acted on. The parents contribute towards shared contact notes and engage in daily dialogue with the childminder. This helps to ensure that the needs of all children are well met.

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

Children are settled and happy within the childminding environment. The childminder provides a good range of toys, resources and experiences that cover all areas of learning. She engages children in meaningful play and asks many stimulating questions to help them think and respond during different activities. She uses words such as 'swish' and 'stamp' to help them apply glue to a Christmas card they are making, encouraging them to learn new words. She asks them what

colours they would like and shows them how to 'shake hard' when putting the glitter on. Children enjoy her involvement as they complete their creations and laugh as she joins in with their play. They respond affectionately as the childminder offers plenty of praise and encouragement for their achievements.

The childminder works hard to develop children's speech, language skills and physical development to help them make good progress in these areas. She encourages them to complete tasks independently but also helps them to learn about shapes, colours, numbers and everyday objects, for example, as they share books together. Initial sounds and letters are explored, for instance, as children play matching games. This promotes their early communication and literacy skills. Interactive toys help them to explore independently and discover how things work.

Observational assessment is developing. The childminder keeps observational notes, which are also contributed to by parents. The use of photographs helps to demonstrate children's progress, although it is difficult to fully chart this because the childminder does not clearly match the observations to the expectations of the early learning goals. However, she does plan the next steps in learning for each child well and ensures that all experiences build on children's interests and capabilities. This enables her to plan a motivating range of opportunities for them to enjoy and acquire the necessary skills for their future learning.

Children demonstrate how they feel safe through the warm relationships that they share with the childminder. The childminder knows their needs well and as a result, they are settled and comfortable in her care. They learn about keeping safe because the childminder takes time to explain why certain safety measures are necessary. She keeps a simple list of house rules that includes things children need to know to help keep themselves and others safe. Good hygiene practices are in place and children learn to wash their hands at the appropriate times. Children with infectious ailments do not attend. These measures help to prevent cross-infection.

Children's dietary requirements are respected. Parents currently provide the food children eat and the childminder encourages healthy options for snacks. These include bread sticks and dried or fresh fruit. Children are often involved in meal times, for example, by laying the table or helping with food preparation. This helps them develop an active awareness of healthy eating.

Children's behaviour is well-managed in a way that is appropriate to their age and stage of development. The childminder is a good role model who encourages good manners and spends much of her time praising and encouraging children. Children learn what is expected of them and the childminder's behaviour expectations also help them to keep safe. Behaviour management techniques promote children's confidence and sense of self-esteem within the childminding environment.

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

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

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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