

## Inspection report for early years provision

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<b>Unique reference number</b>	125616
<b>Inspection date</b>	09/11/2009
<b>Inspector</b>	Karen Scott
<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 1999. She lives with her husband and three children, two of whom are under eight years and one over eight years, in Whitstable, close to shops, parks and schools. The downstairs of the childminder's home is used for childminding and the bathroom is downstairs. There is a fully enclosed garden for outside play. The family has a dog and a cat.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age group. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children to and from the local pre-school group and schools. She attends a local carer and toddler group on a regular basis and a childminding support group. She is a member of an approved childminding network.

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

Overall the quality of the provision is good.

Knowing the children that she is caring for well and having a good understanding of their needs helps the childminder to offer them appropriate care and support. Children benefit from playing in an environment which allows them the opportunity to become independent learners. The childminder is keen to make continuous improvements to her practice in order that children's care is enhanced. She values the opinions of parents and carers and an awareness of her strengths and weaknesses and obtainable targets helps the childminder to make improvements.

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

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

- ensure that all risk assessments and any actions taken are recorded in writing
- put plans in place to enable parents and carers to contribute to their child's learning and development record.

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

Children play in a warm and welcoming environment where their artwork and photographs of them at play are displayed prominently. There is ample child-sized furniture and the childminder has ensured that coat and towel hooks, for example, are at child-height enabling their independence. There is a vast range of easily accessible toys and resources, enabling children to make choices about what they

play with. The childminder is committed to training in order for her to enhance her knowledge and offers up to date care to children and their families. Although the childminder continuously evaluates the care that she offers, she has only just started to formalise this. However, recommendations made at the last inspection have been tackled in order to improve outcomes for children. The childminder is aware of her strengths and weaknesses and continuously thinks of how she can make improvements that will be beneficial to children. She also seeks the views and opinions of parents and children, valuing their input. Targets for improvement are obtainable and as a consequence there have been positive changes for children.

Risk assessments are undertaken regularly and actions taken where necessary to safeguard children from harm. The childminder has thorough procedures in place to protect children when away from the setting, such as checking playgrounds before children play in them, although presently they are not always recorded in writing. A clear understanding of the procedures to follow should the childminder have any concerns about a child helps to protect them. The childminder encourages children to adopt safe and responsible practices, reminding them to sit still on chairs, for example.

Children see a range of positive images and diversity through images and writing on posters and in books, for example. Although the childminder does not care for children with special educational needs and/or disabilities she understands the importance of working closely with parents and other agencies to support children. The childminder liaises with the settings that other children attend so that they can work together. Parents and carers are given lots of helpful information to read relating to the childminder's practice and other things that may be helpful and as a consequence feel very well informed. The childminder understands the importance of working with parents and she regularly shares their children's portfolios with them so that they can share in their children's learning. However, presently parents and carers do not contribute to their children's learning and development records.

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

Children enjoy coming to the childminder's home and feel very comfortable in their surroundings. They show an understanding of keeping themselves safe. For example, after making play dough children leave it to cool down before playing with it, checking the temperature when they think it is cool enough to play with. Children wash their hands before eating and after messy play, for example, without prompting from the childminder. They know the reasons why they wash their hands and do so independently using their own colour coordinated towels. They enjoy the benefits of fresh air and exercise in the well equipped garden and on walks in the local area. The childminder provides healthy and nutritious snacks, meeting children's individual dietary requirements. Children learn about healthy eating through play and know that drinking water is good for them. House rules are displayed prominently and brightly having been designed by children. They join in enthusiastically with activities and willingly tidy up afterwards. Children enjoy

each other's company and talk warmly about the children who are not present. Older children help younger children, supporting their play and children are confident, singing songs to the childminder. Each child has somewhere where they can store their own artwork and they enjoy bringing toys from home as the childminder takes an interest in them.

The childminder finds out about children before caring for them in order for her to meet their individual needs. She knows their likes and dislikes and offers those activities to children. The childminder makes photographic and written observations of children and uses them to think about how she can help children progress through the developmental stepping stones. Play is child-led and based around children's current interests. For example, children are enjoying playing hairdressers at the moment. Children help themselves to a range of toys and resources that promote their development in all areas of learning. The childminder plays alongside children extending their learning through discussion. Children are independent and problem solve as part of their play. They have access to a range of programmable toys and attend other settings to enhance their social skills. The childminder is helping them to develop skills for the future.

## 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	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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