

## Inspection report for early years provision

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| <b>Unique reference number</b> | 125956      |
| <b>Inspection date</b>         | 23/11/2009  |
| <b>Inspector</b>               | Clare Stone |

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|------------------------|-------------|
| <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.

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## **Description of the childminding**

The childminder has been registered since 1999. She lives with her two daughters, both are of school age. She operates from a modern semi-detached three bedroom house on the outskirts of Ashford. Minded children play in the sitting room and there is a downstairs cloakroom; a level grassed garden is also available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register. She is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder currently has nine children on roll, all who attend on a part time basis.

It is a non-smoking household. The family have two cats as pets. The childminder is a member of the National Childminding Association (NCMA) and takes children out on a regular basis.

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

Overall the quality of the provision is good.

Children are cared for in a welcoming and friendly environment. There is a good range of resources and activities suitable for all ages of minded children. The childminder has a good knowledge of the Early Years Foundation Stage and has implemented a system to observe and evaluate children's achievements. Children benefit from the childminder's commitment to improvement, she attends regular training and is currently studying for an early years qualification. There is a self evaluation form in place and the childminder is working on this to improve the level of service she provides.

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

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

- develop mathematical understanding through all children's early experiences including stories, songs, games and imaginative play
- Continue to use self evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children

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

The childminder has good understanding about safeguarding children, such as ensuring children are collected by a named adult and visitors are appropriately vetted. Children are protected as the childminder has clear procedures in place,

and is able to follow these if she has concerns about a child in her care. Risk assessments are completed daily and the childminder feels these help her keep her home safe and secure for children to play in. The childminder is keen to attend training in the childcare field. Just recently, she has attended training to help her organise her observations and how to move children on at a pace that suits them. There is a self evaluation form in place and the childminder understands this is a working document. She also feels it is a useful tool to identify her strengths and plan future improvements for her business.

The childminder has all documentation in place. All are up to date and well maintained. She obtains written permission from parents for children to travel in her car and to apply sun cream. Parents are happy with the care their children receive and feel they can ask for support and guidance with any concerns they may have. Parents are shown folders which contain examples of their children's work. This enables parents to become involved in their children's day and extend their learning at home. The children benefit from the childminder's detail to planning. She is flexible and changes activities to meet children's individual needs. All children are fully included in the childminder's care and the childminder is happy to support children with special educational needs.

Resources are well looked after and clean. The childminder checks them on a regular basis to ensure they are safe and children are not injured. There are plenty of resources to expand and stimulate children's desire to learn and enrich their learning environment.

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

Children are making good progress towards the early learning goals in relation to their starting points. The childminder is engaged in moving children forward and identifying their strengths and areas for development. Children really enjoy the activities on offer and feel comfortable to change and/or select other toys to enhance their play. The childminder talks to the children in a kind and reassuring manner and children feel safe and secure with her. They approach her for a hug and the childminder automatically scoops them up for a cuddle. Children are taught about safety within the home and gentle reminders help ensure children stay safe. If children are unwell they do not attend the childminder. This helps elevate the possibility of cross infection.

Children's health is promoted by encouraging children to wash their hands before eating and after visiting the toilet. The childminder also provides healthy snacks and parents provide meals. The childminder is flexible with this and is happy to provide meals if parents wish. Children have access to lots of fresh air and go on walks to the local park and places of local interest. There is a fully enclosed garden for children to use and the childminder provides lots of equipment for the children to use. There are bikes, bats/balls, cars, trampoline to name a few. This allows children to take risks in a controlled and safe manner.

Children behave well as they are really busy. They have lots of resources to keep

their attention and are rewarded with lots of praise and encouragement. Children are happy to be with the childminder, they have a good attitude to learning and are able to make choices for themselves. Children show a good understanding of diversity, engaging in a good range of activities and experiences to help support this.

Children are developing good skills in communicating, literacy and communications technology for the future. Children listened to music and tried to match the sound to the instrument. They danced to different sounds moving faster and slower. However, there are missed opportunities to progress in numeracy and size and measurement. Children are learning to work with their peers and resolve situations for themselves.

## 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

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| <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

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| <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 | 3 |
| 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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| 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

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| <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       | 3 |

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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