

## Inspection report for early years provision

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| <b>Unique reference number</b> | 126805       |
| <b>Inspection date</b>         | 16/11/2009   |
| <b>Inspector</b>               | Lara Hickson |
| <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 1987. She lives with her partner and four children aged 24, 21, 11 and six, in Sevenoaks, Kent. The whole of the ground floor of the childminder's house and one upstairs bedroom is used for childminding and there is a fully enclosed garden for outside play. The childminder takes children to local parks and libraries and attends local parent/toddler groups. She is able to collect from local primary schools and nurseries.

The childminder is registered to care for a maximum of six children under eight years at any time, of whom, three can be in the early years age group. She is currently caring for three children in the early years age group on a part-time basis and one older child, who attends in the holidays. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The family have two dogs, two rabbits and fish. The childminder 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.

Children are progressing well in all areas of their learning and development as a result of the childminder's knowledge and understanding of the Early Years Foundation Stage (EYFS). A broad range of activities are available that interest and challenge children, enabling them to develop to their full potential. Children are happy, confident and extremely settled within the childminder's homely, welcoming setting. Partnership with parents is good and the childminder works effectively with them to ensure that children's individual needs are fully met. The childminder uses self-evaluation effectively to identify her key strengths and areas for further development.

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

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

- practise fire procedures with children on a regular basis to ensure that they are aware of the procedure to follow in the event of an emergency
- further develop the current observation and assessment systems to ensure that learning intentions and the next steps of development are clearly identified

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

Children are safeguarded very well within the provision. The childminder demonstrates an excellent understanding of safeguarding procedures and has undertaken recent child protection training to update her knowledge. The childminder has a written safeguarding children policy and is fully aware of the procedures to follow in the event of a concern regarding abuse or neglect of a child in her care. The childminder demonstrate a very good understanding about how to help children feel and keep safe. For example, she encourages children to develop independence and to take controlled risks, such as when using scissors or different apparatus in her garden or parks. All adults within the setting have been thoroughly vetted and the childminder supervises children well. Excellent arrival and collection procedures further ensure children's safety, for example children will not be released to an unauthorised person. Although fire evacuation procedures have been discussed with the children, currently the childminder does not complete fire drills on a regular basis with the children to ensure that they are fully aware of the appropriate procedures to follow in an emergency. The home setting is safe and secure and systems are in place to ensure that children cannot leave the premises unsupervised.

The childminder's home is well organised and children are able to choose from a wide selection of resources, helping them to develop choice and independence. The childminder knows the children very well and plans for their individual interests and requirements. She ensures that there is a good balance of child initiated play which she actively supports and adult led activities which she plans in advance, such as outings to local farms and cooking activities.

Children's behaviour within the setting is very good and they share and take turns well. The childminder encourages the children to develop respect for themselves and others. She gives children explanations when she prevents them from doing something. For example, she encourages one child to sit on a chair appropriately and explains that if she stands up on the chair she may fall off of it and hurt herself. Sanctions are kept to a minimum and these depend on the age and level of understanding of each individual child. Generally distraction is used with younger children with more explanations as their understanding develops. The childminder is able to diffuse potential situations extremely competently. For example, when two children both want a particular paintbrush she puts two paintbrushes behind her back and makes a game out of which one each child chooses.

Documentation within the setting is well maintained and available for inspection. All appropriate written procedures are in place and children's files contain all relevant information to ensure individual needs can be met.

The childminder demonstrates a positive approach towards equality and diversity. Resources are accessible and available for all children to experience as age and stage appropriate and include a wide range, including positive images of diversity, disability and linguistic differences. The childminder liaises with parents to ensure

that children's cultural and linguistic needs are met and positively embraces children's differences. Systems are in place to support children with special educational needs and/or disabilities. The childminder demonstrates a very good understanding of each child's unique needs and has full details of individual requirements recorded on child record forms following initial consultation with parents. Children are developing a positive self-esteem and confidence due to the continual support and encouragement provided by the childminder.

The childminder demonstrates a positive capacity for improvement. All previous recommendations have been met effectively, which shows the childminder's capacity and willingness for future improvement. The childminder has also attended training on different aspects of childcare, such as safeguarding and the EYFS and has used knowledge gained from these courses to improve outcomes for children within her setting. Systems are in place to monitor and evaluate the provision, for example through the self-evaluation form and from regular liaison with other childminders.

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

The childminder has completed courses on the EYFS and has introduced an effective observation and assessment system that clearly monitors children's progress and development. Observations demonstrates children's progress under the six areas of learning. However, although observations clearly outline subsequent activities that will challenge the children's next stages of development it is not always evident what the learning intention is. The childminder provides a broad range of stimulating learning opportunities and experiences that enable all children to make good progress in all areas of development and learning in the EYFS.

Children are extremely happy and confident in the childminder's homely setting and have developed very close relationships with her, chattering away to her as they play. Their capacity to achieve within the setting is excellent and they enjoy the extensive range of activities and resources available to them. The childminder is on hand to support and extend children's learning, for example she asks them questions and introduces new vocabulary. Whilst playing with playdough the childminder talks to the children about the shapes they are making and introduces concepts of colour, shape and number to the activity. Later, when children are painting, the childminder introduces the concept of mixing colours and encourages children to predict what colour will be made. For example, she mixes purple and yellow together and children enjoy guessing what colour will appear. Resources are available that help children to develop skills for the future and these include a computer with a touch screen and mouse which the children use with delft and confidence and problem solving activities and games. The childminder also encourages children to develop their enjoyment of books through visiting the local library and reading and looking through books. Children are able to make independent choices about the resources and activities as they are easily accessible in low storage units and toy boxes. Children experience the wider community through trips to parks, toddler groups and places of interest, such as

Christmas Tree farm and Beaver World. Children's language and literacy skills are extended through simple games such as Simon Says, reading books together and chattering together as they play.

The childminder has developed effective working partnerships with parents and other professionals delivering the EYFS. For example, she has built positive links with a local nursery that children also attend. The childminder involves parents in children's progress and development and has observation folders detailing their development in the different areas. Feedback is exchanged with parents on a daily basis, which helps to ensure that their welfare and developmental needs are being effectively met. The childminder plans her day to ensure that individual routines and requirements are met in full consultation with parents. This ensures that children feel secure within the setting and are happy and settled. The childminder organises settling-in sessions with all new children to enable each child to become familiar with her, other children attending and her home setting. This also gives her the opportunity to gather information from parents on children's individual needs as well as their starting points so that she can plan age and stage appropriate activities.

The childminder has comprehensive health and safety procedures in place to minimise the spread of infection in her setting. She encourages children to develop an awareness of their own personal hygiene from an early age, for example, children wash their hands with anti bacterial hand wash after using the toilet and before eating. The childminder has a valid paediatric first aid qualification ensuring that appropriate first aid is given in the event of an accident or emergency.

## 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 | 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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|--|---|
| 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    | 1 |
| 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**

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| 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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