

## Inspection report for early years provision

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<b>Unique reference number</b>	EY216750
<b>Inspection date</b>	06/10/2009
<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**

This childminder has been registered since 2002. The childminder lives with her husband and their three children aged 13, eight and three years. The family live in a house in Northfleet. The property is within walking distance of Gravesend Station, schools, pre-schools, carer and toddler groups, shops and parks. There is a fully enclosed garden available for outdoor play. The family have no pets.

The childminder is registered to care for a maximum of four children under eight at any one time, two of whom may be in the early years age group. The childminder currently has four children on roll, three of whom are in the early years age group. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks or drives to local schools to take and collect children. The childminder attends local parent/toddler groups.

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

Overall the quality of the provision is outstanding.

The childminder effectively promotes children's welfare and learning through her sound knowledge of the Early Years Foundation Stage. Children enjoy a broad range of toys and activities that enable them to progress well in the six areas of learning. Children's individual needs are met effectively by the childminder who demonstrates an excellent understanding of how children play, learn and develop. She constantly evaluates the different activities she offers to ensure that children are challenged and are meeting their full potential. Comprehensive observational assessments of children's learning and development are in place and these are used to inform future planning. The childminder demonstrates capacity for improvement as she has completed all past recommendations and has attended further courses to extend her knowledge.

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

To further improve the high quality early years provision the registered person should consider:

- extend opportunities for parents to participate in being more involved in children's progress and development folders
- continue to develop systems to reflect on current practice

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

Children are exceptionally happy and secure within the childminder's warm, safe setting. Effective safeguarding procedures are in place to ensure children's safety. For example, all adults in the home have been appropriately vetted and

appropriate safety equipment is used to minimise hazards. A comprehensive written risk assessment system ensures that any hazards within the home and garden setting are identified and minimised. These systems are reviewed regularly by the childminder to ensure children's ongoing safety. The childminder demonstrates a very good understanding of safeguarding procedures and has undertaken recent training to refresh her knowledge. A written emergency and accident policy ensures that children are suitably cared for in the event of an emergency and parental consent is in place to seek emergency medical advice or treatment. Emergency evacuation plans are in place and regularly practised with children which ensures that they are aware of the appropriate procedures to follow in an emergency.

The childminder supports children to feel safe and secure in the setting as she is aware of their individual characters and needs and ensures that she responds to these. For example, she provides cuddles and security to a new child settling who wakes from a sleep to an unfamiliar face (an Ofsted Inspector) in the setting. The childminder encourages children's awareness of safety such as by reminding them to hold onto the handrail when coming down the stairs.

The childminder demonstrates a very positive approach towards inclusion and diversity within her setting. She has an excellent understanding of each child's unique needs and family backgrounds and has full details of individual requirements recorded. Children develop confidence and a positive self-esteem due to the continual encouragement provided by the childminder. A wide range of resources is available reflecting diversity and disability which enables children to develop a knowledge and understanding of the world around them.

The childminder regularly reflects on her practice to ensure that outcomes for children are effectively met. Where required she changes or makes additions to her systems to improve outcomes for children. For example, she has made changes to her risk assessment record keeping system which further enhances safety for children. Since the introduction of the EYFS the childminder has been continually improving on her observation and assessment system. The current system provides all the information required to identify progress and the next steps of development in each area of learning. The childminder has identified areas of strength and areas that she would like to develop further within her setting to improve outcomes for children further. The childminder extends her professional development by attending training and workshops and through discussing practice with other childminders. All previous recommendations have been met effectively which shows the childminder's capacity and willingness for future improvement.

The childminder is very organised and all required documentation is in place and appropriately maintained. The childminder has policies and procedures individual to her setting that she shares with parents and these help to underpin her effective practice.

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

Children are happy, relaxed and settled in the childminder's warm, family orientated home. The childminder provides a broad range of stimulating opportunities that enable all children to make excellent progress in all areas of development and learning in the Early Years Foundation Stage. Children are able to make independent choices about the resources and activities as they are easily accessible in low storage units and toy boxes. Resources are rotated on a regular basis to give children variety.

Observation and assessment is used effectively and includes the next steps in children's learning. The childminder has a separate observational record book for each child and this includes photos, examples of children's work and observations across all six areas of learning. This together with the childminder's excellent knowledge of the children's individual interests and stages of development ensures that she can plan an extensive range of activities and experiences to help children achieve the early learning goals. The childminder plans activities in the home setting and in the wider community to ensure that children benefit from activities that are based indoors and outdoors. For example, children have been part of an eco group where they have been able to plant seeds, watch them grow and then cook from the produce that they have grown. Many activities take place at toddler groups based at the local nursery and/or school which helps to prepare children as they are familiar with the setting. The childminder has built strong links with the local school and nursery and liaises closely with both to ensure that partnerships are beneficial to children by providing continuity of care. The childminder also provides a valuable link for parents between school and nursery.

The childminder liaises with parents effectively using a variety of different methods such as a daily contact book, verbal feedback and by text. She often sends photos and videos to parents via text which enables them to see different experiences their children are enjoying during their day. However, although comprehensive observation and assessment folders are in place for each child, currently opportunities for sharing these are sometimes limited.

Children enjoy a wide range of opportunities that develop their social skills. For example, they go to local toddler and childminding support groups where they benefit from socialising with other children and using a variety of different play equipment. Opportunities to extend physical development are offered in the well equipped garden and on outings to local parks where children can develop and extend their climbing and balancing skills. Within the childminder's setting children confidently choose from a wide variety of play resources that promote the six areas of learning. They have opportunities to develop their communication, language and literacy skills through looking at books with the childminder. They also recall recent and past experiences with each other and with the childminder and remember different places they have visited. For example, one child recalls a trip to Colchester Zoo in the summer holidays where she fed an elephant. 'He bit me' recalls the child and the childminder laughingly explains that the elephant sucked the leaves off of her hands but did not actually bite her as it does not have

any teeth. The child happily tells the childminder that she wants to go again and this time wants to feed the giraffes!

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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