

Inspection report for early years provision

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Inspection date	12/01/2010
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.

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 2002. She is registered by Ofsted on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She lives with her two children in Kennington, Ashford, Kent. Her home is close to public transport, schools, shops, parks and other amenities. The whole of the ground floor is used for childminding. There is a fully enclosed garden for outside play. The family has pet cats.

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. She is currently minding a total of four children in this age group, all on a part-time basis. She also offers care to children aged over five years to 11 years.

The childminder attends the local toddler childminding groups and is a member of the National Childminding Association (NCMA). She has achieved accreditation and is a member of an approved childminding network. She is in receipt of funding for nursery education for three and four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder continuously promotes each child's unique needs and abilities. Her professional and highly committed approach supports their welfare and learning exceptionally well. Children play and learn in an atmosphere of fun, cooperation and respect, learning to value one another as individuals. The childminder works hard alongside parents, other settings and specialist services to ensure that every child receives ongoing, consistent care. She demonstrates excellent attention to monitoring and maintaining ongoing improvements. She is very clear about what she does well and how she can further improve the provision to benefit the children she cares for.

What steps need to be taken to improve provision further?

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

- continuing to develop the use of labels or pictures representing resources and activities to support children in making choices and following routines.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively through excellent procedures that continually promote their safety and welfare. The childminder has a working knowledge of child protection procedures and knows exactly what to do in the event of a

concern. She ensures any visitors to the setting are recorded, uses a password system for the collection of children and uses rigorous, ongoing risk assessment to minimise the possibility of accidental injury. Comprehensive policy documents and the required records all contribute towards meeting the needs of the children.

The childminder is well qualified and attends a wide range of courses and workshops to enhance her knowledge. She is committed to ongoing improvement and has fully addressed and built upon the recommendations set at the last inspection. Toys and resources are exceptionally well situated, appealing and accessible to all children.

Equality and diversity is deeply embedded into all elements of the childminder's practice. All children are treated equally and their individual needs are respected and addressed. The childminder is clear about how she challenges discriminatory comments and spends a great deal of time teaching children how to respect and value one another. A written policy highlights many effective issues that work well in practice. All children have equal access to the learning opportunities provided.

The use of ongoing self-evaluation is focussed and enables the childminder to continually reflect upon and enhance her exemplary practice. She shares good practice ideas with other early years providers and ensures that parents, children and other professionals, including her childminding network coordinator, are able to contribute towards improving the service she provides. The childminder is currently working extremely hard to prepare children for transitions into school. Future aims include undertaking a higher qualification and devising new, flexible ways of sharing children's progress and achievements with their parents.

Excellent partnerships between the childminder, other settings and outside agencies, ensures that every child gets the help and support they need. This includes sharing information with local pre-schools and accompanying children and families on visits regarding their health needs.

The childminder maintains excellent relationships with parents of the children attending. They receive comprehensive information about the setting, contribute to their child's progress records and are informed about their achievements every day. Some often stay for the story before home time to share this with their children. An excellent two-way flow of information enables the childminder to plan meaningful activity that extends children's learning from home. Parents feel the childminder meets the specific needs of their children and are delighted with their progress. They feel informed, included and value her excellent service. Her input ensures that every child is provided with ongoing, consistent care.

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

The childminder supports children's learning and development exceptionally well. She incorporates all areas of learning into the experiences provided, which are based on children's existing skills and interests. For example, excellent role play resources extend their current interest in vets and pet grooming parlours. Children

dress up as vets and use resources including a stethoscope, pet carrier and dog collar to help them recreate real life scenarios. The childminder engages children in excellent sustained thinking to help them to problem-solve, develop their curiosity, thoughts and ideas. She encourages the use of number recognition and initial sounds and encourages children's language and communication skills through sensitive techniques that also help to develop their confidence. The childminder extends children's use of mathematical language; for instance, as they use the word 'gigantic' to describe a cover they are putting on their toy pet.

Toys and resources include many positive representations of diversity and teach children to learn about the differences between people in society. Excellent use of environmental print and images helps children to locate many resources and develop early word recognition. The childminder plans to develop this concept further. Systems for planning are excellent and ensure the next steps in learning are identified for each child. Observational assessment is comprehensive and commences with starting points gained from parents. Children's progress is charted on an ongoing basis and transfer records are completed when they leave the setting and go on to school. Their progress files are evaluated to ensure there are no gaps in the areas of learning and to ensure that each and every child is able to move forward with new activities and experiences. Overall, the range of experiences provided enables all children to develop excellent skills for their future learning and development.

Children learn about keeping safe through exemplary support. They learn about road safety, stranger danger and people who help us. They know to sit down when eating to avoid choking on food and practise the emergency evacuation procedure calmly and competently. They demonstrate trusting relationships with the childminder as they follow simple instructions and listen attentively as she explains why this is necessary. This helps the children to develop an excellent understanding of personal safety.

Children's health and well-being is exceptionally well promoted. They experience regular physical exercise including visits to keep fit sessions and trips to the park. They eat healthy nutritious options for snacks and the childminder engages them in conversation about the different skins on fruit and whether these can be eaten. Children know that the skin of an apple is good for them but that they would not eat banana skins. They have regular drinks to keep hydrated and are involved in growing their own produce.

Clear procedures help to minimise the risk of cross infection. This includes the childminder ensuring that children are actively involved, for example, by washing and drying their hands effectively. Children know that if they are going to sneeze they need to get a tissue and make sure their sneezes go into it before putting it in the bin. This helps them develop a clear awareness of preventing the spread of infection.

Children are exceptionally well behaved because they are fully occupied in exciting and meaningful activity. They learn to share and take turns and the childminder is an excellent role model who encourages their understanding through play and sensitive support. Children are encouraged to be responsible, for example, as they

take turns to be the helper of the day. Each child is included in decision-making and treated with respect. In turn, children are very respectful towards the childminder and one another. The behaviour management techniques used by the childminder promote children's confidence and self-esteem exceptionally well.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	1
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

Outcomes for children in the Early Years Foundation Stage	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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