

## Inspection report for early years provision

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**Unique reference number** EY285524  
**Inspection date** 30/11/2009  
**Inspector** Cilla Rachel Mullane

**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 has been registered since 2004. She lives with her partner and three children in a residential area of Whitstable, Kent. Her home is within easy access to shops, parks, the seafront, schools and pre-schools. The whole of the ground floor is used for childminding, and the toilet is on the ground floor. There is a fully enclosed garden available for outside play, with a covered area for use in poor weather.

The childminder is registered on the Early Years Register to care for three children in the early years age group. She is currently caring for seven children on a part time basis. She is also registered on the compulsory and voluntary parts of the Childcare Register to care for children aged over five years.

The childminder has a dog, chinchillas and gerbils.

The childminder is a member of the National Childminding Association and of a local childminding group.

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

Overall the quality of the provision is outstanding.

Children in the Early Years Foundation Stage (EYFS) make excellent progress towards the early learning goals in all areas, due to the childminder's ability to plan for individual children, based on their interests, abilities and personalities. Parents are exceptionally well informed, and involved in their children's learning to a great extent, as the childminder has very effective systems in place to maintain a two-way flow of information, and she acts on their views. Many special features of her childminding provision lead to enhanced outcomes for children: notable examples being 'Cookie Bear', the 'Garden of good manners', and her observations regarding children's well-being and involvement. Continuous improvement is successfully maintained in many ways to ensure excellent standards. For example, she regularly reflects on her own practice, she uses the online self-evaluation form, she meets with other childminders, she researches relevant childcare issues online, she attends training, such as for child protection, and she uses discussion with parents and children constructively.

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

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

- further develop the regular two-way flow of information with other providers such as nurseries, where children attend both settings

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

The childminder is exceptionally well organised. She has a tiny office area within the playroom where she can print photos for contact books as she works with the children, pin notices about individual children's current next steps as reminders, and refer to notices regarding safeguarding children, if necessary. She uses a folder divided into months to plan all the year's necessary tasks and routines. This ensures that nothing is missed, and all records are kept up to date. For example, risk assessments are reviewed on time, and children's progress is evaluated at regular intervals.

A thorough safeguarding procedure guides the childminder to take the correct action to protect children if she had concerns, and is emailed to parents to ensure that they also are aware of her responsibilities. In addition, parents have the correct information regarding how to make a complaint, further protecting children. Her risk assessments thoroughly cover everything with which a child will come into contact, including visits to the local children's centre, the beach, and contact with the family pets.

The environment is welcoming and well resourced, with many toys available to the children, in labelled drawers and boxes, from which they can self-select. In addition, there is a book with pictures of further resources from which they can choose. If children ask for, or show an interest in, particular activities or toys, the childminder maintains a list on the wall, and makes sure she provides what the children want the next time they attend. She is appropriately led by their interests, and they are having fun whilst learning from their favourite toys and activities.

The childminder is professional, and aims for high standards. She is continually considering all aspects of her work in order to make improvements. Not only has she completed the online self-evaluation, but she maintains a record of her reflective practice, detailing what has gone well, challenges, and action to be taken as a result. All this enables her to consistently make changes and improvements and maintain and build on her high standards of care and education.

Parents' comments on all aspects of the childminding provision are welcomed and actively sought by the childminder. All parents are extremely appreciative of all aspects of the childminder's work. They are confident to leave their children as they are so happy, and are fully included and informed about their child's day. They praise the quality of the developmental records kept by the childminder. They like the variety of activities and good quality outings. They are happy that children are treated as individuals, and the excellent progress children make in all areas. Some enhancements to the childminding provision have been made in response to parents' comments: for example, the 'Magic Moments' section in the children's learning journeys enables parents to share wonderful things children have done at home, so the childminder can build on these.

The childminder obtains parents' permission to discuss their children with other settings attended by children, such as nurseries, and she is keen to provide

continuity of care, and build on children's experiences in other settings. She is yet to persevere with settings who are slow to respond to her professional requests.

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

Children's excellent progress in all six areas of learning is assured due to careful planning to meet their individual children's needs. She observes them at play, and links these observations to the areas of learning, such as their creative development. Observations carried out for children are especially clear and comprehensive, because the childminder has designed and had printed different attractive 'post-its' for record keeping, including those for noting observations linked to the six areas of learning, children's emotional well-being, their level of involvement in activities, and details of what children say. Observations are used constructively to present a record of progress across all areas of learning, to identify any special needs, to inform parents, and to plan for their next steps.

Children have a really enjoyable time with the childminder, and they are motivated and interested. Cookie Bear is a firm favourite: children take him home, he goes on holiday with them, and his travels are documented, with lively parents' comments and interesting photographs. Outside play is a daily feature of the routine, so children get plenty of fresh air and exercise. Welly boots are accessible for when children dig in the tyre filled with compost, and even in inclement weather children play in a covered area, painting on the chalkboard, and using binoculars to look at birds. They are creative, and love getting messy, for example, using playdough combined with dry pasta to make hedgehogs. A comfortable book area with well presented books, encourages children to sit on the childminder's lap and enjoy the written word. Children readily choose favourite books, such as 'I'm special', which helps them respect differences between people. Early mark making skills are practised in interesting media, such as shaving foam and angel delight. Children are proud to be entered in the 'Garden of good manners' on the wall, with their photograph and comments, for example, if they say 'excuse me' or 'thank you'.

Children feel very safe with the childminder. She observes and notes children's levels of well-being and involvement in routines and activities, to make sure they are happy, included and emotionally secure. A well presented photograph album is available to the children in the book area, to which parents have contributed, containing photographs of important people in their lives. This gives them a sense of belonging, and offers reassurance. The childminder has designed stickers with children's photographs and names, which she prints from the computer, which increases their sense of belonging, makes them feel special, and helps them to recognise their names.

The childminder promotes children's good health extremely well. Young children point at pictures of hand washing on the wall, say 'wash' and pretend to wash their hands. When they pretend to change dolls' nappies, they also pretend to use disposable gloves, reflecting the childminder's good example. Children learn about dental hygiene with the help of the crocodile puppet, and Cookie Bear has his own

toothbrush in his back pack. Children receive consistent messages about making healthy choices about food: they chat about what fruit they like or dislike, and their comments are displayed on a chart. Colourful posters, and the tablecloths on their small table, depict fruit and vegetables to reinforce the message. They can help themselves to water from the child sized dispenser, and choose cups showing their name and photograph.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <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 | 1 |
| The effectiveness of partnerships                                                                    | 2 |
| 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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|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
|------------------------------------------------------------------|---|

### Outcomes for children in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| <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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met