

Inspection report for early years provision

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Inspection date	10/11/2009
Inspector	Joanne Wade Barnett
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 2005. She lives with her partner and two children in Kings Hill, Kent. The whole ground floor area of the house is used for childminding and one room on the first floor for children to sleep. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight at any one time. She is currently minding two children within the early years age range. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is able to support children with special educational needs and/or disabilities.

The childminder drives or walks to local schools to take and collect children. She also attends the local toddler group. The childminder is a qualified Nursery Nurse (NNEB). She is a member of an approved childminding network and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder's in depth knowledge of children's individual needs and interests, creates a highly inclusive environment where children make excellent progress in their learning and development. Excellent regard is given to the children's welfare, and the childminder's vigilance means they are very well protected in all situations. Recommendations made at the last inspection have been fully addressed and self-assessment is highly effective. Consequently, the scope for continuous improvement is outstanding.

What steps need to be taken to improve provision further?

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

- continue to reflect on practice issues, for example, by inviting parents to write comments regarding their child's learning and development.

The effectiveness of leadership and management of the early years provision

Excellent priority is given to safeguarding. The child protection policy includes details of who to contact in the event of any concerns arising, while the childminder's frequent participation in child protection training means she has very good awareness of the signs and symptoms of neglect and abuse. Risk assessments are exceptionally organised. They cover everything that the children come into contact with, and help to reduce accidents indoors and out. As well as

this, the children practise road safety and take part in fire drills, routines that teach them simple, but effective ways to stay safe.

Documentation is impeccable. All essential records are in place, readily available, very well organised, stored securely to protect confidentiality and amended as soon as changes occur to keep information up-to-date and accurate. The registration certificate is prominently displayed to reassure parents, as is a poster that explains how to contact Ofsted. In addition, clear and highly informative written policies are given to parents to give them an insight into what happens in certain circumstances, such as children becoming ill.

Partnership with parents is excellent. Very good quality written information is given to them in a pack, which they receive when children first attend. Thereafter, daily discussions and journals keep parents and the childminder fully informed of the children's progress. However, written comments from parents have yet to be included in the learning and development folders. Parents have very positive views of the childminder and the service she provides from a recent questionnaire. They describe her as 'flexible' and say 'they really feel very lucky'. Links with other agencies, such as teaching staff in local schools and nurseries, are also very good.

Equality and diversity are very well promoted. For example, all the children are encouraged to try out the full range of available activities and play equipment and they are taught to respect other people and their way of life. The indoor and outdoor environments are very well resourced. All the children have easy access to a range of good quality, sustainable toys and resources. This encourages them to make choices and contributes to the excellent progress they make in relation to their starting points.

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

Excellent use is made of observation and assessment. The childminder uses these to plan the next steps in children's development, and to arrange things that appeal to each of the children's interests. As a result, the children take part in challenging and exciting activities that cover all areas of learning and offer them huge scope in which to have fun and enjoy themselves. For example, they love to explore messy play with corn flour and food colouring and delight in rolling cars through the corn flour. This extends their descriptive language and natural curiosity with words such as 'sticky, sloppy and splashing'.

The children see positive images of culture, ethnicity, disability and gender in a range of resources and they celebrate many worldwide festivals. This increases their understanding and knowledge of the wider world. Relationships are excellent. The children receive very good support from the childminder so they feel safe and secure, which increases their propensity to learn. They learn to behave acceptably and begin to understand right from wrong through the sensitive guidance they receive from her and the clear boundaries she puts in place.

The children's welfare is very well promoted. The childminder prepares appetising

and nutritious snacks and meals to help the children form healthy tastes and preferences. The children enjoy outdoor play, which encourages them to be active and teaches them that exercise is fun. Additionally, regular hand washing, the sensible policy for sick children and the childminder's food safety qualification, help to contain the spread of illnesses.

Good use of the environment supports children's learning. For example, the childminder uses her bike to transport the children within the community. The children practise mark making with water and paint, and in the sand pit in the garden. They enjoy many books which are easily displayed in the playroom and are starting to use programmable toys and simple computer games. These excellent experiences promote literacy and technological development, and enable children to develop skills necessary to their future success.

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	2
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

The quality of the provision in the Early Years Foundation Stage	1
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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	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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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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