

Inspection report for early years provision

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Inspection date	17/12/2009
Inspector	Linda Patricia Coccia
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

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Description of the childminding

The childminder was registered in 2005. She lives with her husband and eight year old child in Deal, Kent. The ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. There is suitable access to the premises.

The childminder is registered to care for a maximum of six children aged under eight years at any one time. She is able to care for up to three children within the Early Years Foundation Stage. She is also registered on both the compulsory and voluntary parts of the Childcare Register. The childminder is currently minding five children between the ages of 18 months and five years. The childminder walks to local schools to take and collect children. She attends the local parent/toddler group and local childminding groups. The family has two pet cats. 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.

The childminder provides a wonderful range of activities for children to select from. She includes all children in activities and adjusts the activity to meet the capability of the child. The childminder considers all children to be unique. The childminder has shown her commitment to continuously improve her provision by attending workshops and training courses. She has recently embarked on a childcare degree course.

What steps need to be taken to improve provision further?

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

- provide more opportunities for parents to be involved in their child's learning journey record

The effectiveness of leadership and management of the early years provision

The childminder is very organised. Children's records and information sheets are well maintained and up to date. She takes information about the children with her when she leaves the premises. She has appropriate written permissions from parents to allow her to cater for each child's individual needs, particularly those with severe allergies. She has an excellent range of written policies and procedures, in particular those covering child protection and safeguarding children. All the adults in the household hold current Criminal Record Bureau checks. The checks are available for parents to see. She keeps a record of incidents and accidents that children have had when not with her and her accident book is well maintained. She has arranged emergency cover with a family member who is also

checked and whom the children and their parents have met.

The childminder has improved her service by applying knowledge gained through the courses she has attended. For example, following attending a self-evaluation workshop she embarked on her own evaluation. Parents and the childminder's NCMA development worker were asked for their views. The childminder has used their comments to identify areas that she would like to improve. The childminder has an excellent understanding of equality and diversity issues. Her written policy makes it very clear that the childminder fully considers the uniqueness of each child. She provides information for parents about the rights of children. She ensures that each child receives quality one-to-one time with her each day. She has an excellent understanding of a number of religions and is able to pass her knowledge on to children.

The childminder ensures that all toys and activities are readily available for the children to select from. She has created a play room off of the lounge to give children more free floor space and allow for different types of play. Children are not confined to one area but may free flow between them with toys. The childminder has paid particular attention to her garden to ensure children can use it all year round. For example, she has laid AstroTurf in part of it so that children can still ride bikes and use other physical play equipment safely. The childminder has carried out a risk assessment which is regularly checked and any adjustments made. The childminder works in partnership with other provisions to ensure children's needs are continually being met. For example, the childminder has worked with one local pre-school to ensure activities were not duplicated but complemented each other. The childminder has excellent relationships with parents. Parents report that their children are thriving with the minder and that she has a very positive impact on their children's lives. They are all very pleased with the progress their children are making and the standards of care they receive.

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

Children arrive happily at the childminder's home and are eager to play. The childminder's use of her settling-in procedures help all new children feel at ease with her and the surroundings before parents leave them. Children show they feel safe as they laugh and joke with the childminder. They treat her as a friend and include her in their play. The youngest children are beginning to mimic actions to their favourite songs. The childminder has developed an anti-bullying policy to help children to continue to feel safe even as they get older. Children's spontaneity is the childminder's main guide to activities. Often planned activities are postponed as children want to pursue something different or an activity leads to other more in-depth play. The children use equipment which cover the six areas of learning. Role play and dressing up are firm favourites along with singing songs and dancing. The childminder has excellent communication skills and continually provides suggestions and comments to challenge children which helps them to extend their play. For example, even though the child was cooking play food for the childminder's dinner, the childminder talked about different countries food comes from, the shape and colour of food and why some food is good to eat and

others not so good. When challenged, the child stated that fruit and vegetables helped her stay fit and alert. Children use the garden throughout the year for many physical and social activities. They use the trampoline with its safety sides, as well as planting seeds and plants and watching them grow.

The childminder has produced excellent development records for each child. It contains photographic evidence of what children do and examples of their work. She carries out comprehensive initial assessments on the children, regular observations which are fully assessed, and identifies children's next steps. She has separate planning sheets with themes for termly activities which clearly show which children are being targeted. Children's achievements are clearly recorded. The development record is shared with parents on a regular basis but they can access them at any time. However, they are not given the opportunity to add their own written comments or observations to it. The records clearly show that children are making good progress towards the early learning goals.

Children use the childminder's good hygiene procedures to help them keep themselves healthy. For example, hand washing before meals. The childminder uses disposable gloves to change babies nappies and cleans the changing mat after each use. Children with severe allergies have their needs met as the childminder has undertaken training from a practice nurse to help her provide appropriate care for them. She regularly discusses all children's food with their parents to ensure she is fully informed of any changes. The childminder is registered with the local Environmental Health Office and has undertaken a health and hygiene course for food preparation. Children know the rules of the setting. For example, they know they must share toys, be kind to each other and listen to the childminder for instructions. The children receive lots of praise and encouragement for good behaviour because the childminder understands that positive reinforcement is a most effective strategy for use with young children. Children learn about keeping themselves and others safe by handling toys correctly. They also practice the childminder's emergency evacuation procedures on a regular basis. This gives them the opportunity to keep themselves safe in an emergency. Children enjoy their time with the childminder.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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

Outcomes for children in the Early Years Foundation Stage	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

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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