

## Inspection report for early years provision

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<b>Unique reference number</b>	125649
<b>Inspection date</b>	09/10/2009
<b>Inspector</b>	Linda Margaret Nicholls

<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**

The childminder has been registered since 1989. Registration is for the Early Years Register, and both the compulsory part and the voluntary part of the Childcare Register. A maximum of six children under eight years may attend at any one time, of whom three may be in the early years age range. There are currently four children on roll, one of whom is in the early years age range. Registration does not include overnight care.

The childminder lives with her husband and two children aged nine years and 14 years in Dartford, Kent. There are schools, play groups and parks within walking distance. Minded children have access to all the rooms on the ground floor; there is a fully enclosed garden available for outdoor play. The childminder is a member of the National Childminder's Association.

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

Overall the quality of the provision is good.

The childminder demonstrates a secure knowledge of each child as an individual, which supports her to successfully meet children's learning and welfare needs. Children are safe and secure in the childminder's home and on regular outings in the locality. The childminder builds flexible and positive partnerships with parents which effectively help her to meet children's needs. The positive use of self-evaluation and reflective practice ensure that the childminder is successfully continuing her professional development and the development of her childminding service.

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

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

- continue to develop recording systems to include planning to identify learning priorities and plan relevant and motivating learning experiences for each child
- consider developing partnerships with other providers of Early Years Foundation Stage so that children are provided with extended learning opportunities

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

The childminder ensures that all adults in her home have up to date checks and remain suitable. She maintains direct supervision of the children in her care and visitor details are checked. Safeguarding children procedures are clear and informative meeting Local Safeguarding Children Board guidelines. A comprehensive range of risk assessments is carried out monthly on all areas used for childminding to ensure children's safety and security are maintained at all

times. Emergency evacuation plans are in place and regularly practised with the children and a register efficiently records the arrival and collection of all children in her care.

Well organised systems ensure that all required records and documentation are available and these clearly provide all necessary information for the ongoing support of individual boys and girls. The childminder is effective in sharing all relevant records with parents, including any accident and medication records together with daily information about activities and events. The childminder promotes equality, diversity and inclusion of all children and provides boys and girls with challenging activities and experiences. The childminder uses resources such as toys, games and books, together with activities in the community, to ensure all children build positive relationships for the future.

The childminder has started to make an effective use of self evaluation. Her reflective practice has begun to identify the strengths and weaknesses in her provision. She is proactive in the continuous improvement of the service she gives, attending training or workshops to support and develop her understanding of the Early Years Foundation Stage. The childminder builds positive relationships with parents, she is flexible to their needs and has established contacts with another childminder so that emergency cover is prepared should it be needed. She provides written and photographic records for parents, describing individual learning journeys linked to the early learning goals. She is aware of how these partnerships are effective in supporting children's learning and development.

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

Children are happy, confident and very well settled in the comfortable and relaxed atmosphere of the childminder's home. They are carefully nurtured by the warm close relationship they have with the childminder which ensure that children are confident and feel secure to make independent choices from toys and activities provided. Children's learning and development is very well supported by the thorough knowledge the childminder has of each child in her care. The childminder uses observations, photographs and assessments to reinforce and build a clear picture of children's individual needs.

Children hug and cuddle the childminder, showing they feel secure. They tickle each other as they act out the rhyme 'Round and round the garden'. Children chatter enthusiastically because the childminder listens closely to what they are saying, responds enthusiastically and with open questions or praise supports the development of their confidence and language skills. Children play with Mr Potato Head, naming parts of the face as they push them into position or pull them out. Language development is supported with repetition of the names of objects, colours and number. Children put five hoops on the childminder's arm counting and identifying colours. They stack the tubs into a tower solving the problems of bigger, smaller and smallest then stand proudly, arms spread wide, when a soft toy is added. The childminder provides a range of mark-making and craft equipment so that children learn to use a range of tools to explore a variety of

textures and materials. Children know their work is valued because these are displayed on the window ledge and in photographs. Children move confidently throughout the play rooms and lead the childminder into the conservatory where they have direct and safe access to a wide range of suitable toys, equipment and resources. Children learn about the wider world through regular journeys to and from local schools or walk in the local area. They learn to contribute and to be responsible as they help the childminder to put carrots in a bag when shopping. Boys and girls extend and reinforce their physical skills during daily outdoor play in the childminder's garden or at local play parks. They learn to balance and climb.

Children are carefully supported to learn personal hygiene skills through the use of effective hygiene routines. Children learn to wash their hands and can help themselves to drinks from their own beakers that are available while they play. Children are offered a good range of healthy and balanced meals and snacks. They explore foods from different countries in the menu provided. Children's personal records hold detailed information about any special dietary restrictions. The childminder works closely with parents to ensure children's individual dietary needs are met. The childminder has a clear understanding of the importance of positive strategies to support children's behaviour. She actively encourages children to share and take turns, and she is careful to monitor the children at play to ensure that toys and equipment are used safely and appropriately.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### 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>	2
The extent to which children achieve and enjoy their learning	2
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

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