

Inspection report for early years provision

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Inspection date	14/10/2009
Inspector	Liz Margaret Caluori
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.

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Description of the childminding

The childminder was registered in 2008. She lives with her partner and one child aged six in the village of Horsmonden, Kent. Childminding generally takes place on the ground floor and two bedrooms upstairs are used for children to sleep. There is also an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time, of these no more than three may be in the early years age range. She is currently minding four children in the early years age range.

The childminder has Cache Level 3 Diploma in Home-based care. The family do not have any pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are extremely confident and settled in the inclusive, child-centred environment. Positive partnerships with parents, carers and other professionals, as well as effective monitoring systems, ensure that children are making good progress in all areas. The childminder demonstrates a clear commitment to continual improvement and a strong capacity to evaluate the strengths and weaknesses of her practices. As a result, she offers a service which is carefully organised to meet the individual needs of the children attending and their families.

What steps need to be taken to improve provision further?

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

- continue to develop relationships with other professionals involved in delivering the Early Years Foundation Stage to the children in order to share information about children's progress
- improve the procedures aimed at promoting confidentiality to ensure that records shared with parents and carers relate only to their child and do not contain the names of any other children

The effectiveness of leadership and management of the early years provision

Children's safety is extremely well promoted by the thorough assessment of risks undertaken both within the childminders' home and for outings. These are carefully recorded and regularly reviewed to ensure that they remain relevant and reflect the needs of the children attending. Children are also very well supported to learn how to keep themselves safe. For instance, they confidently remind the

childminder that they must not eat the berries on the bushes they pass on the way back from school. They listen very well to the advice and guidance from the childminder and are also learning how to cross roads safely. Children are further protected by the childminder's understanding of her responsibilities in relation to child protection. She is confident in her ability to identify the potential signs and symptoms of abuse. In addition, she has all the relevant information to allow her to refer any concerns that she may have.

The childminder demonstrates a high level of commitment to evaluating her practices in order to identify her strengths and weaknesses. She seeks the views of parents, carers and children to support her to plan improvements. She has attended training courses in order to increase her knowledge and understanding of child development and childminding practice. Courses recently attended included Child Protection and Observation, Assessment and Planning.

The childminder has produced a good range of written information about her service, including a range of written policies. She also has good arrangements in place to share information with parents and carers specifically relating to their child. Daily contact books are used to share details about their child's day and general wellbeing. In addition, good procedures are in place to inform parents and carers about their child's progress towards the Early Learning Goals and to involve them in setting future goals. The childminder communicates effectively with most of the other professionals involved in delivering the Early Years Foundation Stage to the children, including the local kindergarten staff. This ensures that she is able to share observations which can be used to help plan future activities. These practices work effectively with the providers that the childminder has regular face to face contact with. She has yet to establish communication with those who she does not see and who work with the children who attend her setting infrequently.

All children have access to the full range of resources and activities on offer and these are carefully adapted to ensure that they can all join in. In addition, they enjoy activities aimed at teaching them about different people and customs from the local community and wider world. They take part in local events to help the community, for example, delivering harvest festival parcels to the elderly in the village. They also learn about the rituals associated with festivals from around the world, for example, Diwali and Chinese New Year.

The childminder maintains all of the documentation required for the safe and efficient running of her provision. Records are generally well maintained and well ordered, although one or two of the records included in children's contact books contain the names of other children. However, this oversight is not reflective of her general commitment to ensuring confidentiality.

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

Children flourish as a result of the attention given to meeting their individual needs. Their likes and dislikes are clearly recognised and used to plan a range of activities which the childminder can be confident they will find appealing. The

relaxed, friendly atmosphere in the house creates an environment in which children feel free to express themselves, make jokes and instigate enchanting conversations.

Children respond very well to the childminder's warm, good-humoured manner and approach her readily for attention. They are making good progress in all areas of their development. Regular opportunities exist for children to enjoy physical games in the childminder's garden, local parks and green spaces. They have access to a good range of equipment to help them to develop their large motor skills, coordination and balance. These include a small trampoline, ride-on toys and balls. Children also enjoy daily walks to and from the local school, enjoying the fresh air, taking time to notice and discuss the flowers and admire dogs.

Children also have constant opportunities to make decisions, problem solve, explore and experiment in a safe environment. They are making particularly good progress in their knowledge and understanding of the world. They are developing wonderful levels of general knowledge as a result of the very interesting and wide ranging conversations which arise spontaneously during their time with the childminder. These skills, along with a strong focus on positive, sociable behaviour, effectively prepare the children for the future.

The careful consideration given to the organisation of resources and equipment ensures that children are able to move around the house safely and to select toys for themselves. Toys are very attractively presented, well maintained and appropriate for the ages and stages of development of the children.

Children thoroughly enjoy the childminder's nutritious home cooked meals, requesting additional helpings. Meal and snack times are extremely sociable occasions during which children are supported to develop very good table manners. They are also given a very good level of support to learn about the importance of healthy living. In addition to taking regular exercise they are developing good self-care skills and routinely wash their hands after using the toilet and before eating. Appropriate procedures are in place to deal with sickness and to administer medication. The childminder maintains a current first aid certificate enabling her to deal with minor accidents.

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	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	2
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

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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