

Inspection report for early years provision

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Inspection date	16/10/2009
Inspector	Linda Patricia Coccia
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 2009. She lives with her partner and one child aged three years in Whitstable, Kent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The premises are accessed via one step at the front door.

The childminder is registered to care for a maximum of five children aged under eight years at any one time. She is able to care for up to two children, who fall within the Early Years Foundation Stage, and currently has five children within this category on roll. She is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder walks or drives to local schools and pre-schools to take and collect children. She attends the local parent/toddler groups and local childminding group. The family has a pet dog, a house tortoise and a hamster. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively meets children's needs because she collects extensive information about children's individual requirements. She also has daily discussions with parents about their children's well-being. At the time of the inspection the childminder has been caring for children for just three weeks. During this time she has adapted procedures to cater for each child and their family, such as adapting her care periods. She is fully able to maintain continuous improvement for the future.

What steps need to be taken to improve provision further?

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

- continue to develop the observation record to include children's next steps and how these inform the planning

The effectiveness of leadership and management of the early years provision

The childminder has organised her service very well. She has a good understanding of local child protection issues and has produced a well informed policy and procedures to keep children safe. For example, all adults in the household have been vetted, the childminder carries out regular risk assessments of the premises, and all visitors sign the visitors book. Children happily enter the premises. They chat with the childminder about their home and family. Even the youngest children have something to say, albeit in baby babble. Children show they feel secure with the childminder. The childminder's attendance record, child record sheets and contracts with parents are all completed. The children have the use of good quality toys and equipment within a well maintained environment. The

childminder also uses a number of local resources, such as the local swimming pool, library and local toddler clubs. The childminder operates an inclusive provision for all a children which is reflected in her well written policy inclusive practice. All children can play with all toys. The childminder has dolls of different genders as well as different races and children see positive images within their books and toys. They also participate in a range of activities which help them learn about different cultures, such as Diwali and Chinese New Year. Children gain an understanding of the world around them.

Parents verbal and written comments show that they are regularly consulted about the childminder's practice. They are very happy with the daily diary which is personally tailored to include information parents particularly want, and which contains pictures of their children using activities and enjoying themselves. In some instances, the childminder has received written permission from parents to enable her to discuss their child with any other provision their child attends, to ensure care and education compliment each other and are not duplicated. Parents are also consulted about the childminder's daily practice which forms part of her on-going self evaluation. Children benefit from consistency of care.

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

The childminder has a good understanding of how young children learn and develop through their play. The children enjoy participating in a range of activities which cover the six areas of learning and are on track to start making good progress towards the early learning goals. Children's likes and dislikes are taken into account by the childminder when considering the activities she plans for them. As time goes on, she will be able to individualise the planning to challenge all the children as individuals. Currently, she acknowledges the differences in the children's ages and is clear about her expectations for the different age groups. For example, the children have just completed an activity where they discovered that by adding coloured dye to water white flowers will turn the colour of the dye. The youngest children enjoyed the picking of the flowers from the garden and choosing and pouring the dye. The older children enjoyed making a pictorial/written record of what they had done. All the children coloured in the flowers on the record sheets to the best of their ability. Children are offered appropriate challenges within their play and learning experiences. The written development record for each child is still in their initial assessment stages. They clearly show input from parents about what their children can do and enjoy. The childminder has begun to add in observations both in written form and with photographic evidence. She is aware that she needs to add children's next steps to the record and to incorporate these into the planning. She is still trying to decide the best way to present the record to parents. Children benefit from consistency of care.

Children enjoy their time with the childminder. Parents report that children get excited when they know they are going to the childminder and do not want to come home. The children thrive in a calm atmosphere where they free flow around the ground floor of the premises, choosing not only the toys they want to play with

but also where they want to play. They are challenged during all of their activities by the childminder's questions about what they are doing. For example, she asks how many bricks or cars they have and what colour they are. Children are also asked to consider any consequences of their actions, such as having too many toys out at once or running around. Children learn about home safety from an early age and participate in the childminder's emergency evacuation procedures. Children are offered a healthy selection of snacks and drinks which they eat at the table to learn social skills. Individual diets are catered for. Children receive lots of praise when they are kind to each other or help tidy up, and are encouraged throughout each day to be friends with each other. The children have clear rules to guide them and gentle reminders from the childminder if they forget. Children have good experiences whilst with their 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	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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