

Inspection report for early years provision

Unique reference number	EY389494
Inspection date	20/10/2009
Inspector	Clare Stone
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 husband and two children aged three and five in Ashford. The whole of the childminder's house is used for childminding, the bathroom is upstairs, and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time and is currently minding four children all who attend on a part-time basis. The childminder is also registered on the compulsory part of the Childcare Register. The childminder drives to local schools to take and collect children. The childminder attends the local toddler groups. She is able to support children with learning difficulties and/or disabilities

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.

Children's welfare and learning is successfully promoted through the childminders good understanding of the Early Years Foundations Stage (EYFS). She gathers all relevant information about each child to plan a wide variety of activities to meet children's individual needs. The partnership between childminder, parents, local schools and pre-schools is good which helps ensure that children's needs are being met. The childminder is keen to attend any training that will improve the service she provides and has started a self-evaluation form to plan how to move her setting forward.

What steps need to be taken to improve provision further?

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

- develop further the understanding of safeguarding children issues in line with Local Safeguarding Children Board procedures and guidance
- enhance the range of resources in order to further support and promote children's understanding of equal opportunities and the community they live in.

The effectiveness of leadership and management of the early years provision

All the required documentation for the safe and efficient management of the childminder's service is in place. There are clear policies and procedures and these are shared with parents. The childminder has a detailed child protection policy and is generally clear about her role and responsibilities in respect of safeguarding children. However, her knowledge of safeguarding issues is not sufficiently robust

in order to fully ensure the welfare and safety of the children in her care. The childminder talks to the children about road safety and not to run indoors and teaches them what may happen. This helps children learn how to take responsibility for their own safety. Risk assessments are very thorough, clearly recorded and cover everything children come into contact with.

The childminder is working on her self-evaluation plan and feels this is a helpful tool. She knows this is a working document and can help improve the service she provides. Children benefit from the childminder's commitment to self-improvement by attending training in the childcare field. Although, children have a good range of resources, equipment that promotes children's understanding of equal opportunities and the community they live in is insufficient. The children settle really well with the childminder. They are happy and can self-select what they would like to play with. The childminder is aware of the children's favourite toys and ensures she has these available for them to play with on arrival. This supports children with their transition from home to the childminder's house. All resources are in very good order and the childminder cleans them on a regular basis, throwing away any broken ones. This protects children from becoming injured or the risk of cross infection.

Partnership with parents is very good. Parents' say they are happy with the childminder and feel confident to go to work and not have to worry about their children. The childminder keeps wonderful folders of the children's work. Parents' are able to view these whenever they would like to look at them. The folders include photos and examples of their children's work. This ensures parents' are fully informed about the stages of their children's development. The childminder has also asked permission from parents to work in unison with the local playgroup and school to ensure she complements the care and education provided in other settings.

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

Children are making good progress towards the early learning goals. The childminder knows the children well and what their starting points are. She uses this information to plan fun and stimulating activities to capture children's imagination. Children follow their own interests and resources are at a level so children can self-select. This helps promote children's independence and self-help skills. The childminder uses observations to inform her planning and uses this information to move children forward at a pace that is suitable for them. Planning is well targeted and linked to the areas of learning.

Children look to the childminder for support and enjoy sitting on her lap or having a cuddle. This supports children feeling safe and secure in the childminder's care. Children are spoken to in a kind and reassuring manner giving them a sense of belonging and helping to build a trusting relationship with the childminder.

The main room used by the children has lots of good quality toys available and is bright and colourful, with displays of the children's work. The childminder plans

activities for older children to include an alphabet hunt and age appropriate games. The childminder supports children with their increasing knowledge of sounds and letters; they see numbers and words in print around the room and enthusiastically look at books. Children are able to use a range of electronic toys that enhances their understanding of cause and effect. Children enjoy activities such as the train set and bricks to enhance their problem solving skills. Children celebrate different cultures and are developing their knowledge of the beliefs of others and an understanding of the wider community and world.

The childminder is very keen for children to maintain a healthy lifestyle and provides snacks that are nutritious and tasty. Children also have daily access to outside play ensuring they get plenty of fresh air and time to extend their physical skills. Children enjoy walking in the woods and trips to the park. The childminder has a very good range of equipment available in her garden to further extend and challenge children's physical skills.

Children's behaviour is really good. Children are learning right from wrong and the childminder is teaching children good manners such as, please and thank you. The childminder discusses any behaviour issues as they arise with parents' to ensure that strategies are consistent and that behaviour management is in line with the wishes of the parent.

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