

## Inspection report for early years provision

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<b>Unique reference number</b>	103379
<b>Inspection date</b>	03/11/2009
<b>Inspector</b>	Linda Margaret Nicholls

<b>Type of setting</b>	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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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.

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 was registered in 1977. Registration is for the Early Years Register and both the compulsory part and the voluntary part of the Childcare Register. Registration does not include overnight care. Registration is for a maximum of six children under eight years of whom three may be in the early years age range. There are currently four children under eight years on roll, two of whom are in the early years age range.

The childminder lives with her husband and adult children in Waldeslade, Medway, Kent. There are local shops, parks, schools and pre-schools within walking distance. The ground floor play room and a living room are used for childminding. There is a fully enclosed garden available for outdoor play. The family have a pet cat.

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

Overall the quality of the provision is good.

The childminder recognises the uniqueness of each child and provides support so that children make steady progress in their learning and development. Safeguarding procedures are effective and children's welfare is promoted. Partnerships are used to promote good quality education and care. The process of self-evaluation is initiated and ongoing. Improvements made since the last inspection have enabled children to play safely and inform parents of their achievements.

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

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

- continue to develop understanding and knowledge of the Early Years Foundation Stage requirements to identify learning priorities and plan relevant and motivating learning experiences for each child.

## **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 for suitability. She maintains direct supervision of the children in her care and visitor details are checked. Safeguarding children procedures are clear and informative and a risk assessment has been recorded with daily visual checks of her home. Children's safety and security are maintained at all times. Emergency evacuation procedures are considered and practised with the children. A register clearly records the arrival and collection of all children in her care. The childminder has established contacts with another childminder so that emergency cover is prepared should it be needed.

Well organised systems ensure that all required welfare records and personal 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 information with parents, including any accident and medication records together with daily information about activities and events. The childminder promotes equality and diversity ensuring her provision is inclusive of all children providing boys and girls with activities and social experiences to ensure they build positive relationships for the future.

The childminder has started to make an effective use of self evaluation. Her reflective practice has identified her priorities for her provision. She is proactive in the continuous improvement of the service she gives and is aware she needs to attend training or workshops to support and develop her understanding of the Early Years Foundation Stage. Systems to monitor progress with clear observations linked to the six areas of learning are partially implemented, however planning for next steps to learning are not recorded for individual or general activities. The childminder builds positive relationships with parents and is flexible to their needs responding to their request to support children with school work. She is aware how partnerships with other providers of the early learning goals are effective in extending children's learning and development.

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

Children are happy, confident and settled in the well organised play room of the childminder's home. They are carefully nurtured by the warm close relationship they have with the childminder and thereby grow in confidence and feel secure. Children may make independent choices from the toys and activities provided because resources are well organised and easily accessible. Children's learning and development is very well supported by the thorough knowledge the childminder builds of each child in her care. The childminder reinforces what children know using open ended questioning, repetition of words and phrases and praise for their attempts and achievements.

Children speak clearly and learn new words quickly because the childminder listens closely to what they say. She responds calmly to their attempts at new words supporting the development of their confidence and language skills. Children squeeze and shape the play dough, using cutters to make rabbit or star shapes. They know the difference between a small and a big ball. They place the play dough 'snakes' into pots counting up to five clearly and competently. The childminder provides a range of mark-making equipment, tools and materials so that boys and girls create individual pumpkin treat holders. Children move confidently from the play room to the kitchen to use the chalks and the chalkboard. Children learn about the wider world through regular journeys to and from local schools, visiting other childminders or attending group venues. They learn to contribute and to be responsible as they help the childminder as she shops for foods. Boys and girls extend and reinforce their physical skills during daily outdoor play in the childminder's garden, at local play parks or group venues.

Children show they feel secure. They hug and cuddle the childminder when they need a rest. 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 fruit pieces for snacks following discussion with parents. Family preferences are known and any dietary restrictions are met. The childminder has a clear understanding of the importance of positive strategies to support the behaviour she wants. House rules are displayed for older children while younger ones are encouraged to be polite or to share resources. Children learn to tolerate differences and to negotiate with others.

## 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	3
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

<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