

Inspection report for early years provision

Unique reference number EY395787
Inspection date 25/11/2009
Inspector Mary Van De Peer

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.

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 2009. She lives with her family in Maidstone, Kent. Most areas of the house are used for minding children. There are toilets on every floor of the three storey house and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of five children at any one time, a maximum of two children can be in the early years age group. She is currently minding three children in the early years age group. She is experienced in supporting children with special educational needs and/or disabilities. The childminder drives or walks to local schools to take and collect children. She also attends the local toddler groups. The childminder is a member of the National Childminding Association and receives support from the local authority. The childminder is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder ensures she cares for children according to their individual needs and stages of development. She works in very close partnership with parents and other organisations, to help children receive continuity of care. Although children's starting points are not currently included, observations on the children's achievements and stages of development are recorded and linked to the areas of learning. This practise is enabling the childminder to identify children's next steps, follow their individual interests and extend their learning potential. The environment is welcoming and safe for all children. The childminder is beginning to develop the use of reflective practice to show where her strengths and priorities for improvement lie. She has a positive approach to training and is keen to update her childcare her knowledge and continue to follow best practice.

What steps need to be taken to improve provision further?

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

- ensure children's starting points are included in the established observation assessments, to inform planning for each child's continuing development

The effectiveness of leadership and management of the early years provision

The childminder is an experienced and qualified child carer. Her record-keeping and paperwork is organised effectively. She has attained a first aid certificate by attending the relevant training course. Her registration certificate is displayed for parents and visitors to view. The childminder makes sure she obtains children's personal information and that it is stored securely. This is used to help form her planning and to provide care that meets children's individual needs. Risk

assessments are recorded and carried out regularly. Resulting in hazards being identified and minimised. The childminder's self-evaluation system is not quite established yet, however the childminder is using reflective practice to highlight areas in which she can improve, including reviewing and updating procedures. The childminder has a very positive partnership with parents, which she continues to develop. The policies and procedures outlining her service are clear and shared with them. The childminder provides parents with good quality information regarding their children's progress and achievements, using a daily contact book. The childminder has also made contact with other settings involved in children's care and this is starting to contribute towards their progress. Observations are carried out and recorded on each child, with the outcomes clearly shown. Children's next steps are being identified and this information is used for future planning. The childminder takes children out several times a week. They enjoy walking and visit local parks. They also attend toddler groups, such as musical movement, library events and swimming. This provides children with a good knowledge of their local community. Children's independence is promoted appropriately and the childminder identifies any needs and provides opportunities to meet them. For example, she encourages children in her care to play together and with others when visiting local clubs. This helps them learn about respect and taking turns.

The childminder promotes equality and diversity very well. She welcomes all children and provides them with the opportunity to play and learn. Each child is valued as an individual and all children and their families are supported according to their specific needs and circumstances. The childminder has cared for children with special educational needs and disabilities. This is an area of child care she really enjoys and wants to develop. The childminder is starting to recognise her strengths and plans realistic targets to improve her practice wherever possible. She values parents' feedback and their needs and suggestions are acted upon wherever possible. The childminder has an adequate awareness of local child protection procedures and knows who to contact if she has any concerns about a child. The childminder has a good understanding of the Early Years Foundation Stage requirements and supports children's welfare and learning effectively.

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

The childminder's written observational evidence shows that children participate in a variety of activities which have the potential to promote their learning and development. They use craft materials and mark-making resources to promote the use of their imaginations. There are counting and colour matching games which are helping children develop recognition and number skills. The childminder provides a range of books which children enjoy looking at with her. Story bags allow children to take the book they are enjoying, home, and share it with their parents. Providing continuity in their care and learning. The childminder states that she wants each child to feel safe and secure in her care. The child present clearly feels comfortable and happy in the childminder's home. Children get to know the childminder's routines and safety practices, including the emergency evacuation procedure, which is practised regularly. This is building up their self confidence

too. Once a child has started with her, the childminder observes their play and takes lots of photographs showing the activities they enjoy and learn from. The outcomes realised are individual to each child and relate to the areas of learning. The next steps are noted and then used to inform future activity planning. Outdoor play is usually available every day and children are able to take toys from indoors and benefit from the fresh air outside.

The childminder encourages children to eat a healthy diet. She provides a mid-day meal and snacks during the day. Drinks include water, milk and juice. The childminder spends time with the children she looks after. She talks, listens and plays with them. The childminder manages children's behaviour calmly and consistently, they respond well to her help and guidance. Overall, the childminder provides a stimulating and safe environment in which all children can develop and learn.

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	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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

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

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