

Inspection report for early years provision

Unique reference number	EY395268
Inspection date	11/01/2010
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 husband and two young children in Bearsted, Maidstone, Kent. All areas of the property are used for childminding 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, of whom no more than one may be in the early years age range. The childminder is currently caring for two children, both of whom are in the early years age group. She also offers care to children aged over five years to 11 years. The childminder walks and drives to local schools to take and collect children and also attends the local parent and toddler group. The family has a hamster and a goldfish. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder ensures children's welfare and learning are promoted well. She has a good understanding of children's unique and individual needs. They play and learn in a safe, stimulating environment and enjoy being with the childminder. The partnerships between the childminder, parents and other professional carers contribute towards ensuring children's developmental needs are met consistently. The childminder's capacity for maintaining ongoing improvement is progressing well and the setting's strengths and areas for development are being identified. This helps to ensure that the on-going needs of children and their parents are met.

What steps need to be taken to improve provision further?

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

- further promote children's ability to value and learn more about their own and other people's lives through appropriate play opportunities and resources
- continue to develop the self-evaluation process, to support the monitoring and improvement of the quality of care being provided for children

The effectiveness of leadership and management of the early years provision

The childminder is a qualified and experienced child carer. The policies and procedures for her childminding service are written clearly and shared with parents. She organises her record-keeping and paperwork very effectively. Children's background and personal information is obtained and the childminder uses this to inform her planning. This results in the children benefiting from care that meets their individual needs. Thorough risk assessments are carried out regularly and are properly recorded, hazards are effectively identified and minimised. The childminder has a good knowledge and understanding of child

protection procedures and is aware of who she will contact if she has any concerns about a child. She has attended a first aid training course and displays the certificate she attained. The childminder's registration certificate is also on show for parents and visitors to view. The childminder's self-evaluation system is not fully established yet but she has highlighted several areas where she feels she can improve. For example, the resources reflecting the diversities in today's society. The childminder is giving high priority to building a two-way partnership with parents. She provides them with information regarding her childminding service and their children's progress and achievements. The childminder has also developed a positive partnership with the local school's reception teacher. A record is kept of this important link and is used to help provide children with consistency in their care and learning. The childminder routinely carries out and records observations on each child, noting the outcome and identifying any next steps. This information is used for future planning. The childminder is thus able to identify any needs and provides opportunities to meet them. The childminder welcomes all children and provides them with good opportunities to play and learn.

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

The childminder supports children's welfare and learning effectively. Resources, toys and experiences cover all areas of learning, helping children progress well. The childminder encourages children in her care to play together, helping them to learn about respect and how to share. Resources are stored in low level units and picture-labelled containers, helping to further promote children's independence. The childminder provides interesting, stimulating activities. Children enjoy discovering their own skills as they play. Age appropriate, inter-active toys help promote the sensory needs of babies. Children are also provided with opportunities to benefit from physical exercise through daily walks and outings to parks, toddler groups and local schools. Children clearly feel comfortable and secure with the childminder. They demonstrate a close relationship with her and obviously trust her and enjoy her company. For example, the baby tries to communicate with her through smiling and chatting when being fed. The older child seeks the involvement of the childminder as she pretends to feed a doll at the same time. The childminder uses the opportunity while they are seated, to encourage the children to count the doll's toes and then their own. Children have great fun imitating the childminder's actions, as they attempt to make a tune with the toy trumpet and xylophone. This is helping them make connections and discover how things work. Playing and experimenting together encourages their early communication skills and awareness of the concept of numbers. The childminder regularly praises the children, affirming their achievements as they explore and play. This helps to develop their self-confidence and sense of pride. Daily diaries and scrap books on each child are filled with photographs, children's work and observations. These keep parents informed of their children's progress and individual achievements in the six learning areas. The childminder continually builds on children's interests, abilities and needs and with parental input, enables children to move forward in their learning effectively.

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	3
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

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	3
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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