

## Inspection report for early years provision

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<b>Unique reference number</b>	EY240746
<b>Inspection date</b>	25/01/2010
<b>Inspector</b>	Beryl Witheridge
<b>Type of setting</b>	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 2003. She lives with her husband and two children one pre-school aged and one school aged in Gillingham, 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 childminder is registered to care for a maximum of four children at any one time of whom two may be in the early years age group. She is currently minding one early years child, full time. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder attends the local parent/toddler group. The family has a pet cat.

The childminder can support children with special educational needs. She 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 are cared for according to their individual needs and stages of development. The childminder works in very close partnership with parents to ensure that children receive continuity of care. The observations of children are well written and are clearly linked to the areas of learning. This enables the childminder to identify the children's next steps and extend their learning potential. The environment is child orientated and welcoming to all children. The childminder has completed her self-evaluation and uses reflective practice to help identify where her strengths and weaknesses lie. This helps with the self-evaluation process so that the areas for improvement are identified and planned for. She is very positive about updating her knowledge and following best practice.

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

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

- review the policies and procedures regularly to ensure they are up to date and contain the correct information
- ensure that all cleaning materials and hazardous items are stored safely out of children's reach and reflect this in the written risk assessment

## **The effectiveness of leadership and management of the early years provision**

The childminder has a very high level of commitment to promoting children's welfare. All adults who work or live in the house are suitable to do so. The childminder has updated her safeguarding children training and is clear about possible signs of abuse. She has a good knowledge of the procedures to follow

should she have any concerns about a child in her care. She has shared this information with the parents through her clearly written policy and supporting documentation. There is a comprehensive written risk assessment in place but this has not covered all areas in the home such as the storage of hazardous cleaning materials.

Children are valued as individuals and treated with equal concern. They learn about their local community and the wider world through outings, activities and positive images which are aimed towards their level of understanding. The childminder is positive in promoting equality.

The childminder is very well organised. All required documentation is in place and she has devised a wide range of policies and procedures which are shared with parents and underpin her good practice, although some of the details such as phone numbers require updating. She has worked hard on the self-evaluation form and found it a very positive process which made her reflective about her provision. This has helped her to identify her strengths and also areas for improvement. She is developing her professional knowledge by undertaking training and gaining qualifications in childcare.

The childminder is committed to building good positive relationships with parents. Information about the children's well-being is shared daily, both verbally and in a daily diary. Parents are also able to share the observations and assessments of their child's progress and development. She demonstrates a clear understanding of how establishing partnerships are effective in supporting children's learning and welfare. She is involved with several pre-schools in the area and ensures these links are used to provide children with experiences which extend their learning and development.

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

Children are extremely happy and settled in the childminder's care and build warm relationships with her and her family. The Early Years Foundation Stage is being used well in providing children with opportunities to extend their learning and development. There are labels around the room which identify the areas of learning associated with different resources and activities. The childminder is engaged in moving the children forwards and identifying their strengths and weaknesses. The observations and assessment clearly link their activities to the areas of learning and identify the next steps. These are used to lead the future planning that is aimed at providing children with lots of opportunities to encourage their development and move them forward. Children enjoy a range of age appropriate activities and the childminder is very skilled at extending the children's play. She asks open questions and enables the children to think for themselves. The free access to the toys, equipment and resources encourages children to become independent. They are able to make choices and decisions about what they want to play with. The childminder is constantly talking to and singing with the children which extends their enjoyment of the activities they are involved in.

The positive reinforcement of children's achievements through praise and encouragement helps children to feel good about themselves and their abilities. This was clearly demonstrated when a baby decided he wanted to try to feed himself at lunch time. He took the spoon from the childminder and managed several mouthfuls by himself. The childminder praised his efforts and the smile on his face reflected his pride in his achievement. Children are expected to respect and care for each other; this is reflected in the high standard of their behaviour. The childminder is an excellent role model and leads by example. The relationship between the children and the childminder is one of closeness and respect. The children enjoy the time and experience they have while in her care and this is fully reflected in the way they respond to her and her family. Minded children become part of the family and babies giggle and snuggle as they enjoy cuddles with the childminder's husband and own children.

The environment in which the children are cared for is totally child orientated. There are many brightly coloured and educational pictures and posters around the room as well as the children's work, which celebrates their achievements. Children are learning about the importance of personal hygiene routines. An emergency evacuation procedure is in place and is discussed and practised with the children, helping them to understand the importance of keeping themselves safe. Outdoor play, regular daily walks, trips to local parks and places of local interest as well as attending toddler groups promote their physical and social development and their interest in the local environment and the world around them. Overall, an inclusive and welcoming service is provided.

## 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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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	1
The extent to which children develop skills for the future	1

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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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