

Inspection report for early years provision

Unique reference number	EY301502
Inspection date	19/01/2010
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 2005. She lives with her family in Lyminge, Folkestone, Kent. The whole ground floor area of the house is used for minding children. The toilet is located downstairs. 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 and is currently minding nine children in the early years age group, as well as school age children. She is also able to support children with special educational needs and/or disabilities. The childminder walks to local schools to take and collect children and attends the local toddler groups. The family has cat and goldfish. The childminder is a member of the National Childminding Association and receives support from the local authority. She is a member of an approved childminding network and is currently in receipt of funding for nursery education for three and four year olds. The childminder is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an excellent knowledge and understanding of how children develop and that each of them is unique. The childminder gives children's welfare high priority. She constantly ensures they are always protected, with their well-being and development promoted to a very high standard. Children are able to play in safety and learn in a stimulating and imaginative environment. Children have great fun and really enjoy being with the childminder. The childminder has established exceptionally effective partnerships between herself, parents and outside professionals. This contributes greatly towards ensuring children's individual developmental needs are met consistently. Children are making significant progress in all the learning areas and are achieving their potential. The childminder displays enthusiasm and a remarkable capacity in her drive for improvement. This results in a provision which is very successful in meeting the needs of all children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- consider reviewing current hand drying procedures, to help further reduce the risk of cross contamination for children

The effectiveness of leadership and management of the early years provision

The childminder is a qualified, experienced and inspiring child carer. She is meticulous in the organisation of her record-keeping and paperwork. The policies

and procedures are presented in a professional manner and are easy to read. They are updated regularly and supplemented by newsletters from the childminder, providing additional information such as outings, holiday dates and new child protection procedure detail. Parents benefit from having their own copies to refer to when they need to. Children are safeguarded extremely effectively through clear and precise procedures that ensure their welfare is promoted at all times. The childminder has attended safeguarding children training regularly since she registered as a childminder. This means she has substantial knowledge and a clear understanding about child protection issues. The childminder keeps a wide range of up to date information to hand in a dedicated safeguarding children file. It can be immediately referred to should she have any concerns about a child. This ensures the welfare of every child remains of paramount importance. Risk assessments are very thorough and recorded clearly. They are reviewed regularly and include risk assessments of all outings. Daily checks are carried out to maximise children's safety.

The childminder is highly committed towards striving for improvement wherever possible in her practice to benefit the children she cares for. Through systematic and focussed observations and partnerships with parents, carers and other agencies, the childminder promotes the developing skills and abilities of the children. She uses reflective practice and self-evaluation processes to take a critical look at her provision, making sure any improvements needed are made. The childminder has qualified to NVQ Level 3 in child care since registration and is beginning the Foundation Degree in child care. She has also consistently attended short courses and workshops to help guarantee her child care knowledge and practice is of a high standard. Resources are used creatively to maximise children's learning potential. For example, toys and equipment are freely available both indoors and outside. The furniture and equipment available is suitable for children of all ages and stages of development.

Equality and diversity is promoted exceptionally well within the childminder's practice. She has excellent links with local early years professionals, including the local school and pre-school and the area special educational needs co-ordinator. The childminder has an extensive range of guidance and information, which she embeds into her everyday practice. Each child is valued as an individual and they and their families, are supported according to their specific needs and circumstances. All children are treated with equal regard. She ensures that parents and children have an input into her childminding service and their needs and requests are acted upon. The childminder has addressed previous inspection recommendations professionally and thoroughly and this has actively helped to move her practice forward very effectively.

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

The childminder has an outstanding knowledge and understanding of the Early Years Foundation Stage requirements. This results in all children's welfare and learning being consistently and exceedingly well supported. Children enjoy a wide range of age appropriate, challenging activities. 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. There are planned activities for children to enjoy and resources providing positive images for children are varied. For example, children have begun to learn about Diwali. To help with their understanding, they learnt how to make clay lamps, called Diwas, finding out why they are used.

The toys, resources and activities are all kept in low level storage and provide wide-ranging experiences that cover all areas of learning. This allows children to explore and find out what they enjoy doing and develop new skills. They are making excellent progress. The childminder is very competent in allowing the children to play freely and experiment and discover how things work for themselves. For example, in the 'dark den' where children either sit in the dark, giggling as they think they are invisible or shine torches, making patterns with the light. Musical instruments provide children with opportunities to be creative with sound, with the childminder helping them count the beats and learn words such as loud and soft. Photographs are displayed of the children participating in a variety of activities. They show amazement at the sights and sounds in a multi-sensory room and visiting the beach at different times of the year, so children can learn and experience the changes in the seasons. In the spring, children start to learn about the food cycle, planting vegetables and fruit, watching them grow and then cooking and eating them. The childminder makes sure children get to know the local community. They regularly visit local toddler groups, which offer exciting projects such as 'kids planet' and tumble-time, promoting children's physical development as well as their social skills. The library is a popular place for children to visit as they are able to choose their own books and listen to stories, creating their own pictures afterwards. Mark making opportunities is presented to children in many different ways, including painting, printing, drawing. The childminder is always nearby to guide and reassure children in what ever they are doing. Children enjoy counting, even the baby listens and attempts to say the number sounds. The young children are beginning to speak confidently and the two year old is able to talk about what she did at a party she recently attended. Dressing up resources and role play provide children with opportunities to mimic and copy what they have seen and done with their parents and carers. Children are developing their social, communication and problem-solving skills, as well as building up confidence and independence. Children benefit from plenty of fresh air and physical exercise through daily walks, garden play and visits to the park. Healthy eating is given high regard by the childminder. All snacks and drinks are healthy, using fresh produce. The childminder has been successful in persuading parents to provide healthy lunchboxes. Children are learning about the importance of choosing healthy lifestyle options.

The childminder's home is very child orientated. Daily risk assessments ensure individual children's safety. There are brightly coloured and educational posters and children's work on the walls around the room. Photographs of the children, activities they participated in and of their family are also displayed. Children feel safe and secure, with easy access to images of the people they are closest to. Children are learning about the relevance of personal hygiene routines. A review of the use of paper towels instead of personal towels is being considered by the

childminder, to help further reduce the risk of cross contamination. An emergency evacuation procedure is in place and is discussed and practised with the children. This is risk assessed and any problems are recorded and appropriate action taken. Children also learn why they must sit in special car seats and are encouraged to help do their own seat belts up. These actions enable children to understand the importance of keeping themselves safe.

Clear and very informative observations are carried out on the children, detailing the outcomes and next steps. Photographs support the observations and help show the excellent progress children are making. A wipe-clean board in the play room allows the childminder to make quick notes for her future planning. These are then used to form children's individual planning so the interests and next steps are always catered for. Contact books are in use for each child, photographs are also used in these, providing parents with an invaluable record of their child's time with the childminder.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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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