

## Inspection report for early years provision

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<b>Unique reference number</b>	EY310104
<b>Inspection date</b>	01/02/2010
<b>Inspector</b>	Linda Margaret Nicholls
<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 2005. Registration is for the Early Years Register and both the compulsory part and the voluntary part of the Childcare Register. Registration is for four children under eight years, of whom two may be in the early years age range. There are seven children on roll, of whom one is in the early years age range. Registration does not include overnight care.

The childminder lives with her husband and child aged five years in West Kingsdown, Kent. Ground floor rooms are available for childminding and there is a secure garden for outside play. There are parks, pre-schools, schools, a library, woods and shops within walking distance.

## **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 caring support so that no group or individual is disadvantaged. Children's welfare requirements are understood and implemented. Children make steady progress in their learning and development because the childminder has a well-founded knowledge of systems to aid planning and identify the next steps to learning. The childminder uses reflection and informal self-evaluation processes to identify strengths and weaknesses, ensure continuity of care and the continuous improvement of her provision.

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

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

- consider a range of methods to identify resources stored in boxes so that every child, including those who are not yet recognising letter shapes, can make independent choices for their play.

## **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 and remain suitable. Safeguarding children procedures are clear and contact numbers are held on file. A comprehensive range of risk assessments is carried out bi-monthly on all areas used for childminding with daily visual checks on all areas used for childminding to ensure children's safety and security is maintained at all times. Resources are chosen daily from storage boxes although those not yet reading cannot make immediate independent choices to meet their individual needs. Emergency evacuation plans are in place and a register efficiently records the arrival and collection of the children in her care.

Well-organised documentation ensures that all required records are available and these clearly provide all necessary information for the ongoing well-being of individual boys and girls. The childminder is effective in sharing all relevant records with parents, including any accident and medication records, together with daily information about activities and events. The childminder promotes equality, diversity and inclusion of all children, providing resources and taking part in activities in the community. Information is requested of parents to help all children who attend her provision value similarities and differences so they may build positive relationships for the future.

The childminder reflects on her practice well. She has begun to identify the strengths and weaknesses in her provision and works to maintain consistency and continuity of care. She is aware to continue to develop her understanding and application of the Early Years Foundation Stage (EYFS). The childminder provides flexible and positive partnerships with parents that act as a foundation to the caring service she provides. Parents have agreed to take annual leave and to organise temporary care within their own families until she returns from maternity leave. The childminder has established relationships with other providers of the EYFS and is aware how these partnerships can be used to support and extend children's learning and development.

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

Children show they feel settled and secure as they choose to play with the farm or train set. They are confident and use their imagination creatively. The childminder records clear observations and plans a variety of adult-led activities, such as baking or craft activities to support children's development. The six areas of learning and individual next steps are identified to monitor individual progress.

Children demonstrate their knowledge and understanding of the world as they tap the driver figure of the battery-operated train to make it roll forward, or demonstrate movements to hammer nails or saw wood as they play with the farm. They have opportunities to use mark-making equipment such as brushes and paint or colouring pens to draw precise lines. They are pleased with their achievements as they name the colours they are using and state that the paper is white. They know their work is valued because the childminder asks if they would like to take their drawing home for their mummy. Children learn to recognise number and problem solve as they count the animal figures or connect the trucks to the train. They name cows, sheep and pigs and describe smaller figures as babies. They know that horses and pigs eat apples. Children demonstrate an eager enthusiasm to develop language skills, speaking clearly and repeating words and phrases with confidence. They learn to engage adults in conversation because the childminder listens to what they say, speaks calmly and gives them time to consider their answers. They request the childminder to help them set the figures in the swing set with imaginative care and give one a gentle push with their little finger, showing deliberate control.

Children are learning how to keep themselves safe. They know to use their own

colour-coded towels to wash their hands. They know to use tissues to wipe their noses and are growing in independence as they put the tissues in the bin. They become aware of road safety during discussions as they travel to and from school and they know not to run between rooms inside the house. Children develop social skills as they meet others at outside venues such as community groups or the library. They learn to share resources and take turns during their play. They enjoy freshly cooked meals with the family and know when they are thirsty. The childminder offers healthy food choices and works closely with parents to ensure children's individual dietary needs are met. Children get plenty of exercise and learn about their environment as they play in the garden, at local play parks or take walks in the woods.

## 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	2

### 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	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