

Inspection report for early years provision

Unique reference number	EY350345
Inspection date	26/01/2010
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 2007. She lives with her family in Ashford, Kent. The premises has several steps to the front door. Childminding takes place in most areas of the childminder's home. There is access to a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children at any one time and is currently minding one child in the early years age group and a child over the age of eight years. The childminder walks to local schools to take and collect children and also attends local toddler groups. The family has several pets, including a small domestic dog and a cat; chickens and rabbits are kept outside. 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 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 understands each child's unique needs and ensures their welfare and learning are promoted well. Children play, learn and experiment within known boundaries and enjoy being together. The partnerships between the childminder, parents, local schools and nurseries contribute towards ensuring that the needs of all children are met consistently. This helps children to make good progress. The childminder's capacity for maintaining ongoing improvement is good, highlighting her provision's strengths and clear priorities for development. The childminder is very positive about continuing her training to ensure that she is updating her knowledge and following best practice. This helps to ensure that the needs of children and their families are met.

What steps need to be taken to improve provision further?

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

- further review and risk assess the emergency evacuation procedure, to ensure children are able to learn about keeping themselves safe
- consider ways in which the wider world can be incorporated into everyday practice, to help children value aspects of their own and other people's lives

The effectiveness of leadership and management of the early years provision

The childminder is a qualified and experienced child carer. She makes sure children are safeguarded by using guidance and procedures that help promote their safety and welfare as effectively as possible. The childminder is clear about child protection issues and knows who to contact should she have any concerns about a child in her care. This means the well-being of the children remains her priority. The childminder risk assesses the areas of her provision carefully and undertakes

daily checks to help minimise any risks to children's safety. However, the emergency evacuation procedures that are practised with the children are not always fully recorded. This means that if there are any problems, these are not clearly identified with any action taken.

Furniture and equipment is suitable for children of all ages and stages of development. The toys and activities provided maximise children's learning potential. The childminder values children as individuals and treats them with equal concern. In addition, she is continuing to look at other ways she can incorporate the wider world in to her practice, to help children value people's differences. Systems for self-evaluation are solid. The childminder is very clear about how she intends to improve her provision and uses reflective practice to identify the strengths and weaknesses. This helps to contribute towards effective outcomes for the children. The childminder engages with parents and other professional child carers well, and this helps to promote children's care and learning. Relevant details about children's routine and achievements are shared and parents are included and informed about their children's progress. These practices result in children's learning and development needs being continually supported.

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

The childminder has a good understanding of the Early Years Foundation Stage (EYFS) requirements and supports children's welfare and learning effectively. The wide-range of toys, activities and experiences, cover all areas of learning and help children progress well. For example, the childminder provides stimulating, interactive resources, such as model construction sets with large pieces children find easy to handle. The childminder is very good in the way she interacts with children, she helps them, listens to them and jokes with them. The childminder and the children frequently laugh together. The children have to work out how the different components join together and in what order. Children are very proud of the dog they construct. This practice helps children to develop early communication and problem-solving skills. Children also enjoy sitting down altogether, along with the childminder, to play a linking sounds with picture game. Even though they are quite young they manage to match most of what they heard to the correct image. The childminder quickly recognises when children are becoming bored, and she successfully engages them in purposeful play. She makes sure they get plenty of physical exercise through daily outings to parks, toddler groups and other local amenities. The childminder's garden has climbing equipment and plenty of room for running about. There is space to provide shelter or shade so children can take any activity outside as they choose. There are chickens and rabbits which children love to feed and collect the eggs when ready. Children are learning how to care for animals and are beginning to gain an understanding of how a new life begins.

Good observations are carried out on each child in the early years age group. These are clearly recorded and parents are kept informed of their children's achievements and progress. The detailed outcomes linking in with each learning area, show how well the childminder knows the expectations of the EYFS. She uses

this information to plan each child's learning priorities which are included in her planning. The childminder also builds on children's skills and interests and, with parental input, enables them to move forward effectively in their learning. Children really enjoy being with the childminder. They demonstrate a close relationship with her and are comfortable and settled. The childminder praises children, as well as guiding and encouraging them. For instance, showing that they need to take turns and share. This helps to develop their sense of belonging and self-assurance.

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

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