

## Inspection report for early years provision

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<b>Unique reference number</b>	EY384225
<b>Inspection date</b>	20/01/2010
<b>Inspector</b>	Stephanie Graves
<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 2009. She is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She lives with her husband in Speldhurst, Kent. Her home is close to public transport, schools, shops, parks and other amenities. The whole of the premises are used for childminding. There is a fully enclosed garden for outside play. The childminder uses a co-childminder who is available for emergency or back up support.

The childminder is registered to care for a maximum of three children under eight years at any one time. She is currently minding one child in the early years age group, for one day each week. She also offers care to children aged over five years to 11 years.

The childminder attends the local toddler and childminding group. 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.

The childminder promotes the individual needs of the children and ensures their welfare and learning are well promoted. Children enjoy being with the childminder and play within very safe boundaries. The childminder complements the service of other settings that children attend, ensuring that their ongoing needs are met consistently. The childminder's capacity for maintaining ongoing improvement is satisfactory. She is clear about what she does well and has started to consider possible areas for development. This helps to promote effective outcomes for the children attending.

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

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

- continue to develop ongoing observational assessment to inform planning for each child's continuing development
- develop the use of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

Children are safeguarded effectively through clear procedures that help to protect them at all times. For example, the childminder is clear about the signs and symptoms of abuse, keeps important guidance to hand and ensures parents are

fully aware of her policy for safeguarding children. A password system is used for authorised persons to collect children in their parents' absence. The childminder ensures she supervises children at all times. She uses good risk assessment, which is underpinned by rigorous daily checks and clear handing over procedures to parents and carers at the end of each day. The effective measures in place promote children's safety at all times.

The childminder shows a satisfactory commitment to continuous improvement and shares good practice with other providers to help develop the provision. Children are able to make good progress because they are provided with plenty of space to access the toys and resources available. These are appropriate to their ages and stages of development and promote enjoyment and new challenges.

The development of the children is good through inclusive practices that promote their unique needs. Toys and experiences demonstrate positive representations of diversity and every child is treated with respect and according to their individual needs. Parents' wishes are fully respected and the childminder's written policy challenges discrimination and inappropriate remarks. The learning environment is equally accessible to all children.

The use of self-evaluation is satisfactory. The childminder has started to use the Ofsted document to record what she feels she does well. She has booked to update training in safeguarding children and future aims include increasing the toys and resources as children's needs change. The views of parents are respected and included in every day practice. This helps to promote effective outcomes for the children.

Children benefit from information sharing between the childminder and other settings. This is currently undertaken through the parents so that the ongoing needs of children are promoted. The relationship forged with parents is good. A good range of policies and procedures are made available with information about the Early Years Foundation Stage requirements. A daily diary is shared to continually promote children's learning and development between the home and childminding environments. Parents feel the childminder offers excellent routines and that their children love going to see her. They value the experiences and toys she provides and her overall service. An effective two-way flow of information helps to ensure that every child is well cared for and their needs met.

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

The childminder interacts warmly with children, for example, as they wake from a routine sleep. They are very responsive to her soothing interaction and snuggle up to her comfortably. The toys, resources and experiences provided cover all areas of learning and the childminder's involvement helps children make good progress. She asks them effective questions, for instance, as they sort and thread bobbins or explore interactive, programmable toys that help them to discover how things work. They imitate the childminder as she models how to use the different components which helps them to problem solve and make connections in their

learning.

Very young children enjoy books and identify different animals and objects. They copy the childminder as she uses mathematical language such as 'big' and 'little' to describe different sized fish and counts up to seven. This promotes their early language skills and awareness of number concepts. Children problem solve, for example, as they attempt to complete a puzzle or fasten a zip independently. The childminder encourages them to explore their surroundings as they access resources, such as, a texture basket, play tunnel and role play equipment. These encourage them to develop curiosity and creativity. Overall the range of experiences provided help children to develop the skills necessary to their future learning and development.

The childminder plans activities according to children's unique interests and abilities. This is provided through a mix of adult and child-led play which helps to ensure that experiences are meaningful and offer realistic challenges to help extend their learning. Observational assessment is developing well within the context of this provision which complements children's experiences at other settings. Starting points are clearly recorded and observations are linked to the relevant areas of learning. These are not yet used to chart children's progress, although the childminder understands children's current skills well and plans appropriate ongoing experiences to extend their learning.

The childminder continually teaches children about ground rules and why they must be careful in different situations. She practises the emergency evacuation procedure with even very young children to help them learn about personal safety. Children feel safe and secure in the childminder's care and demonstrate this through the warm, close contact they make with her. This ensures their well-being is well promoted.

Healthy diets are encouraged and the childminder ensures that hot meals are probed to ensure they are at the correct temperature. Children can make choices about what they eat and the childminder involves them in learning about healthy eating through play. She talks to them about what is good to eat and why. Children experience regular physical activity, for example, as they visit the park or take part in different activities at toddler groups. This helps to promote their physical development.

Children learn about good personal hygiene, for instance, as they watch the childminder wash and dry her hands properly and learn to do the same at the appropriate times. They remain at home with any contagious ailments, helping to combat the spread of infection.

Children learn the behaviour boundaries set by the childminder. She provides a simple list of house rules in words and pictures so that even very young children learn what they can and cannot do. The childminder offers plenty of praise and encouragement and is a good role model. She encourages good manners and speaks respectfully to children and listens to them attentively as they interact. This promotes their welfare and self-esteem 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

<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	3

### 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	3
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	3
The effectiveness of partnerships	3
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

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