

## Inspection report for early years provision

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<b>Unique reference number</b>	EY394653
<b>Inspection date</b>	01/02/2010
<b>Inspector</b>	Stephanie Graves
<b>Type of setting</b>	Childminder

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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 and two school aged children in Milton Regis, Sittingbourne, Kent. Her home is close to public transport, schools, shops, parks and other amenities. The ground floor is mainly used for childminding with an upstairs bedroom used for babies for sleeping purposes only. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding a total of three children in this age group at different times throughout the week. She also offers care to children aged over five years to 11 years. The family has a pet dog.

The childminder attends the local toddler and childminding groups and 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 skilfully meets each child's individual needs and ensures their welfare and learning are equally well promoted. Children play and learn within safe boundaries and are well supervised at all times. The partnerships with parents and other organisations contribute towards ensuring that the needs of all children are promoted well. The childminder's capacity for maintaining ongoing improvement is good. She is clear about the strengths of the provision and prioritises future improvements well. This helps to promote effective provision and ensure that the changing needs of the children are met.

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

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

- further develop understanding of safeguarding children issues, for example, by following guidance, such as, 'What to do if you are worried a child is being abused – Summary' published by DCSF
- continue to develop 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 procedures that promote their welfare at all times. For example, the childminder is clear about child protection issues and understands the signs and symptoms of abuse. Although the range of guidance she keeps is limited, she does keep local information and a list of important contact numbers close to hand and knows exactly what to do in the event of a concern. She uses thorough risk assessment to ensure the children are safe and secure and to help prevent the risk of accidental injury. A very good range of written policies and procedures are shared with parents. These underpin the childminder's good practice and promote children's welfare and safety effectively at all times.

The childminder is committed to achieving continuous improvement and has addressed the safety issues highlighted at the point of registration. She ensures that the progress children make in relation to their starting points is very good. This is achieved through effective resources and experiences that are stimulating and easily accessible.

Equality and diversity is embedded into every day practice and the needs of each individual child and their family are met. For example, the progress and development of every child is recorded and shared with parents. An effective policy works well in practice, promotes equality and challenges discrimination. The learning environment is equally available to all children, helping them to progress well.

The childminder evaluates her practice effectively and is starting to use the Ofsted document. She is very clear about what she feels she does well and is realistic about what could be improved. She ensures that parents can contribute to the process and encourages children to make choices in the routines and play experiences provided. Training updates are being planned and the childminder is currently looking at ways of making the play room more spacious and appealing to children. Her commitment to improving her practice promotes effective outcomes for the children.

The childminder is committed to working with other settings to develop her own practice and benefit the children. She works closely with other childminders and activity groups, which promotes children's learning and development needs well.

The partnership with parents is good. Parents feel the childminder offers their children a safe, caring and homely environment. They feel she is very professional, flexible and acts on their wishes and views. The childminder shares information and ensures parents sign her written policies to attain mutual responsibility and understanding. Parents are informed about their children's achievements and progress through daily diaries and observations which they can contribute to. This enables the childminder to extend children's interests and learning from home. A good two-way flow of information promotes consistency of care for children.

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

The childminder supports children's learning well. For example, she provides a well-resourced play room that is cosy and stimulating with experiences that cover all areas of learning. Toys and resources include positive images of diversity and are effectively labelled with words and pictures. This enables children to identify and select their preferred activities independently. This concept is extended to posters about ground rules, safety, good hygiene and hand washing. These effective resources help to promote children's independence as they locate information and make choices.

The childminder asks lots of questions, for instance, while reading to the children. She uses good expression as they snuggle in together on the sofa and link concepts to real life experiences. Children demonstrate good levels of curiosity, for example, as they learn to use scissors effectively, explore the texture of glue during art and craft activities or discover that it is a windy day because the garden windmill is turning. They learn the days of the week and problem solve as they work out what they need to wear outside in cold weather. They enjoy outings to local places of interest, including several activity groups, which helps to develop their awareness of the similarities and difference between themselves and others in society.

The needs of babies are met well by the childminder who instinctively knows their routines and what they like to play with. She supports their early communication skills, for instance, by encouraging repetition of sounds and simple words. Older children show a great sense of pride in their achievements, for example, as they write the initial letter of their names for the first time or repeat new words, such as, 'Stegosaurus'. This helps to develop their confidence and language abilities. Overall, the range of experiences provided helps children to acquire the necessary skills for their future learning.

The childminder records comprehensive starting points for each child and uses ongoing, detailed observational assessment to chart their progress. She plans the next steps in learning for each child, collates written records, photographs, parental contributions and examples of children's achievements to demonstrate the effective progress they make. Children enjoy looking at these and recalling past learning experiences which encourages them to have a sense of ownership.

Children learn about safety concepts on an ongoing basis. This is because the childminder explains safety issues to them, including why it is important to sit down on a chair to avoid falling off and hurting themselves. They learn how to handle scissors properly and can describe the procedure for evacuating the premises in an emergency. This effective input helps all children develop a good awareness of personal safety.

The childminder encourages children to eat healthily and provides plenty of drinks, fresh fruit and vegetables. She allows them to choose their preferred snack time fruit from the supermarket, which encourages them to make healthy choices.

Children are active and their physical development is promoted through outdoor activities and visits to local toddler groups. The childminder adopts good hygiene procedures, which the children are actively involved in. This includes effective hand washing procedures and the use of individual hand towels to help prevent the spread of infection.

Children respond extremely well to the childminder's continual affirmation, praise and encouragement. This helps even the youngest child develop confidence and security and helps all children to feel they belong. The childminder is not afraid to set boundaries and her list of simple house rules and table manners, help to reinforce this. She enables children to contribute to decision making and her warm, calm approach helps them to develop good levels of self-esteem.

## 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

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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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