

Inspection report for early years provision

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Inspection date	25/02/2010
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*.

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Description of the childminding

The childminder was registered in 2009. She lives with her family in Canterbury, Kent. Most areas of the house are used for minding children. The bathroom is located upstairs. There is a fully enclosed, level garden for outside play. The childminder is registered to care for a maximum of two children in the early years age group, at any one time. She is currently minding one child in the early years age group. The childminder attends the local toddler groups. 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.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has developed a good understanding of children's individual needs. The procedures in place ensure their welfare and learning are promoted well. A wide range of stimulating toys and activities are provided. Children are able to play and learn in safety and have a happy and fun relationship with the childminder. The continuing links between the childminder, parents and outside professionals, contribute towards ensuring children's developmental needs are met consistently. This helps them make good progress and promotes their development and well being effectively. This is the childminder's first inspection since registration and she displays a sound capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop the self evaluation processes to help improve the effectiveness of how strengths and weaknesses are recorded and monitored

The effectiveness of leadership and management of the early years provision

The childminder organises her home well and she maintains a safe and secure environment where children are able to play explore freely. The detailed risk assessment record shows how potential hazards are minimised and includes good information to ensure children's safety during outings. The childminder has a sound knowledge and understanding of her role and responsibility regarding child protection. All adult members of the childminder's household have current Criminal Records Bureau clearances. The childminder also ensures that any person who has not been vetted, is not left alone with children. The childminder has clear, easy to read written policies and procedures, including safeguarding children, behaviour management and complaints. Parents receive their own copies, so they are able to refer to them at any time. All required documentation and records are in place and

kept up to date. These help ensure that children's individual care and welfare needs are being met.

The childminder has a very good awareness of her strengths and recognises the areas where she wants to improve, such as her outdoor play area and planning. However, the self evaluation process is not currently recorded in a way that provides full and effective monitoring. The childminder has also identified training issues and is investigating local course opportunities. For example, planning and self evaluation. The childminder has developed good communication levels with other registered child carers. She takes children to local toddler groups, where they are able to develop their social and physical skills, such as play gym. The childminder carefully plans how she presents the toys and resources to children. She takes their stage of development, interests and abilities into account and provides age appropriate and stimulating activities for them to play and experiment with. Equality and diversity are promoted well within the childminder's practice. She has a range of toys providing children with positive images of other people's lives. A local toy library is visited regularly with the children and this helps with providing different resources. No child is disadvantaged and all children are treated with equal regard.

Positive relationships have been developed with parents and information on how children spend their day is shared using a daily contact diary. Focussed and clear observations are carried out on each child, on a regular basis. Their progress through the Early Years Foundation Stage is well documented and evaluated, linked to the early learning goals. Photographs are used to support the written observations and these can be viewed by both parents and children. Parents are actively involved in the assessment process and provide feedback to help with their child's continuity of care. Certificates are displayed and other related child care information in folders is available. Recent parent communication show they are very happy and pleased with the care their child receives.

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

The childminder has created a well planned and safe environment in which children's learning and well being is successfully promoted. Young children are beginning to learning about the importance of healthy lifestyles. They are offered water and milk to drink along with healthy snacks, such as fruit and cheese. Meals are provided and include pasta, vegetables, meat and fish with yoghurts or fruit afterwards. Rewards are used to encourage children to learn and choose healthy options. Outdoor play is available daily. Equipment in the garden promotes children's physical development, including the opportunities to learn how to balance, climb, run and jump safely. Areas set aside mean children can plant flowers and vegetables. They learn about how things grow and flourish when they are properly cared for. Personal hygiene routines are in place and children are encouraged to care for themselves, for example, washing and drying their hands properly. The evacuation procedure is practised by all children along with the childminder. This means they are able to feel more confident about how to keep themselves safe in an emergency.

The childminder has a good knowledge of the Early Years Foundation Stage and understands how children learn. She plans and provides a range of activities and resources which support their progress in the learning areas. There are photographs displayed of the children involved in a wide variety of activities, both in and out doors. The walls in the main play room contain paintings and collages of their work and joint efforts achieved with the childminder. For example, the children are very fond of the book 'The Owl Babies' and helped the childminder make a soft collage of the baby owls depicted in the story. A small map, designed with the children, shows where they live and the different places they have visited such as the play gym and the zoo. This means the children are able to develop a knowledge of their local community. As the children enjoyed cooking gingerbread people, the childminder has created a visual time line with pictures of the different stages when making and baking them. Children can link the simple cooking instructions displayed, with their own actions, helping to develop their coordination and thought processes.

The childminder has developed an effective and informative observation system which clearly identifies children's next steps and helps inform any future planning. The childminder spends time talking and listening with the children, giving them time to think about what they want to say. She plays with the children, encouraging them to interact and engage with her and each other. As the children become engrossed in the play kitchen, the childminder asks them about the colours and shapes involved and helps them counts various items. Low storage of toys and equipment encourage children's independence. Play resources include books, dolls, trains, cars, construction, small world figures, dressing-up and role play and art and craft materials, all of which are available to every child. A computer and other inter-active toys allow children to experience technology and learn how it can benefit their lives. The childminder has created a cosy and comfortable area upstairs, where children can relax and listen to a story before they have a sleep. The young children are pleased to see the childminder when they wake from their afternoon sleep, displaying a real affection for her. Children's behaviour is good and the childminder supports this by offering guidance where she feels it is needed. She encourages good manners, respect and sharing. Overall, the childminder provides children with effective and stimulating learning opportunities in a safe and caring environment.

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	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

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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