

Inspection report for early years provision

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Inspection date	10/03/2010
Inspector	Cilla Rachel Mullane
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.

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Description of the childminding

The childminder has been registered since 2009. She lives with her husband who will also at times assist her, and two children aged two and five in Woodnesborough, near Sandwich. The ground floor of the childminder's house is used for childminding. There is a large fully enclosed rear garden for outside play. Her home is reasonably accessible, has parking in the front drive and toilet facilities downstairs. Schools, pre-schools, toddler groups, shops and parks are nearby or within a short drive. The family has a pet dog.

The childminder is registered to care for a maximum of four children aged under eight years at any one time. She is registered on the Early Years Register, and currently cares for two children in this age range on a part time basis. She is also registered on both the compulsory and voluntary parts of the Childcare Register and cares for five children aged under eight years.

The childminder is a registered Sick Children's Nurse.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children very much enjoy their time with the childminder, and all children make good progress in their learning and development, in relationship to their individual starting points. They feel safe and confident in the setting, showing enthusiasm and making choices; however, the learning environment slightly limits children's ability to initiate their own activities and play. Their good health is exceptionally well promoted; personal hygiene and healthy eating are priorities. Partnership with parents is especially strong, as the childminder informs them thoroughly regarding her provision, and includes them to a great extent in their children's care and learning. The childminder has only been registered for a few months, but in that time she has shown a good capacity to maintain improvement. She has consistently improved outcomes for children by developing policies and procedures, and reviewing and improving all aspects of her practice.

What steps need to be taken to improve provision further?

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

- develop the environment to improve children's ability to choose their own toys and activities, and initiate their own play.

The effectiveness of leadership and management of the early years provision

The childminder organises the childminding service very thoroughly. She is diligent, professional, and highly motivated to provide a good service. The childminding

provision is fully inclusive; the childminder has a good knowledge of each child's background and needs, and policies and information are shared with all parents, and show that all their views are respected and valued. Children are very well protected from danger, and kept safe and secure by the childminder's careful use of thorough and comprehensive risk assessments, which are updated on an ongoing basis. For example, she has identified that the cords from the blinds are a potential hazard, and has removed these, and has recognised that older children need to be aware of the location of the first aid box. Therefore children can play and move around the house freely and safely. When an unexpected incident or accident happens, the childminder writes a careful report, and uses this to critically analyse what went wrong, and what steps need to be taken to prevent future occurrences. Thus, children's safety is very carefully considered, and continuously improved. Her good knowledge and understanding of child protection issues and procedures ensure children are well protected in this respect, and further safeguarding training is booked for the near future so that her knowledge remains up-to-date.

The childminder's home is welcoming to children; they are keen to choose from the good range of toys and equipment set out for them, which is tailored to their abilities and interests. However, as toys are rotated, children need to ask for anything which is not readily available. Art and craft activities are plentiful and varied, but again children do not have free access to a range of resources to enable them to be spontaneously creative.

The childminder uses a wide variety of methods to evaluate her practice, and to make sure that tasks are completed and systems are up-to-date. For example, a list of all policies and procedures which guide her practice is updated as these are reviewed, and dates for future reviews noted. A health, safety and welfare checklist enables her to check, for example, that children have been involved in fire evacuation practice, and that parental satisfaction surveys have been completed. Self-evaluation has already had a positive impact on outcomes for children; for example, links with other settings attended by children have resulted in better continuity of care. She has many checks in place to make sure that she maintains high standards, and that all requirements continue to be met on an ongoing basis. For example, she cares for several children on a part time basis, and she has devised a chart to show and check that she works within the required ratios

Excellent relationships with parents are formed, helping to promote continuity of care and security for children. Questionnaires are used to seek their views, which are respected and acted upon. These show that they are extremely happy with their children's care, the childminder's professionalism, information provided and shared, general support and care, and their children's progress and enjoyment. Parents' evenings are used to consolidate professional relationships, and are also a pleasurable social event. Parents see a comprehensive range of policies and procedures covering all aspects of the childminding provision, and sign to agree their content. When a childminding arrangement starts, the childminder finds out lots of detail about the child, to enable her to meet individual needs. Parents are very well informed about their child's wellbeing and achievements.

The childminder liaises with other settings, such as pre-schools, attended by the children, with parents' permission. She uses communication books, and has access to their learning journeys, which enables her to have a good knowledge of their progress and wellbeing, helps her to provide continuity of care, and gives her a basis for discussion with parents.

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

Children in the Early Years Foundation Stage make very good progress, learning from and enjoying their play. Their personal, social and emotional development is good: they are very enthusiastic and keen to join in activities. They play together happily, and form close friendships with one another. Their self-esteem is good due to the childminder's praise and encouragement; when the childminder tells them that they are gorgeous, they respond 'I know!'. They show a sense of humour, laughing loudly as they hide behind the coats, waiting to be found. They are starting to value diversity in the world around them, for example, when they listen to stories such as 'Mama Panya's Pancakes'. They develop good self help skills, for example, regarding personal hygiene. They make good progress with counting and shapes, for example, describing how they have cut their sandwich into a triangle, and arranging numbered boxes into sequence, counting accurately. They dance and sing spontaneously, as they repeatedly press the button on a musical toy. They enjoy being creative, such as modelling with play dough. Their knowledge and understanding of the world develops as they go for walks in the local community.

Children feel extremely safe in the childminder's care, forming a strong attachment with her, and developing confidence and a sense of belonging. They are quick to run to her with minor injuries, knowing they will be treated with love and sympathy. At circle times, they have an opportunity to express views and feelings, knowing they will be listened to and valued. They see the positive relationships which the childminder has formed with their parents, which increases their feeling of security.

Young children show clearly that they understand about personal hygiene as they concentrate at the wash basin, carefully washing in between their fingers, and know that they are washing away germs. They then select their own towel from a selection of different colours. They choose healthy food at mealtimes, cutting their own sandwiches and making faces with cucumber and cheese. They proudly find and use the laminated placemats they have made, which depict plates with healthy food, such as vegetables. Parents are very involved in choosing healthy food for their children, and are fully aware of meals offered, as the childminder carries out reviews of the menu, whereby parents tick a list of nutritious food to indicate their child's preferences.

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	1
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	1

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

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	1
The extent to which children make a positive contribution	1
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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