

Inspection report for early years provision

Unique reference number	EY397469
Inspection date	15/03/2010
Inspector	Sarer Marcia Tarling

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 partner and their two-year-old daughter in Tonbridge, Kent. The whole property is suitable however, childminding generally takes place on the ground floor in the lounge and dining area. The toilet is on the first floor and a travel cot can be placed in the bedrooms for children who require a sleep. There is also a fully enclosed garden for outdoor play. The family have no pets. The childminder is a member of the National Childminding Association.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of five children at any one time, of whom two may be in the early years age group. (The childminder may exceed this ratio to allow three children in the early years age group for the children named on a variation request). There are currently four children on roll in the early years age group who are cared for on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met well through strong partnerships with parents and other agencies involved in the care and welfare of children. The childminder is committed to providing a professional service and understands the unique needs of each child. As a result children play in a safe, secure and enabling environment where they access a varied range of play and learning experiences helping them to make good progress towards the early learning goals. The childminder reflects on her practice and her capacity for maintaining ongoing improvements to the provision is good.

What steps need to be taken to improve provision further?

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

- further develop systems for ongoing observational assessment, by including information on children's starting points in their learning and development and by linking children's next steps to the areas of learning
- improve children's safety in the event of a fire by ensuring the fire blanket is installed correctly

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively through clear procedures that promote their welfare and safety. The childminder supervises children at all times, conducts daily visual checks and gives clear explanations to children about safety in order to help

to prevent accidental injuries. Regular checks on sleeping children and the use of a listening monitor enable young children to rest in a quiet area of the house. Detailed risk assessments are updated regularly and cover all areas of the provision including outings. Smoke detectors are tested regularly and a fire blanket is available in the kitchen however, this is not installed correctly. By attending training the childminder ensures she has an up-to-date understanding of the signs and symptoms of abuse and keeps important information to hand to refer to in the event of any child protection concerns.

Toys are deployed effectively, well organised in boxes labelled with pictures and print so they are accessible to all. The childminder has created a welcoming and visually stimulating environment, making posters showing images of how 'we are all special' and a fabulous display, for parents and children, explaining what each of the different areas of learning mean using pictures of children taking part in a variety of activities. Equality and diversity is well promoted. Good quality books help children to recognise and value the differences between people. Exciting days out to watch the dragon boat festival and art and craft activities inspire children to want to learn more about how others live and how they celebrate their festivals. Children with special educational needs are well supported by the childminder and all the children are gaining a better awareness of people with disabilities and special educational needs by watching programmes such as CBeebies 'Something Special'.

The childminder engages well with parents keeping them informed of their children's learning experiences and progress through daily discussions and updates by email and telephone. She provides them with a good range of informative policies and procedures covering all areas of her service. Other agencies value the support the childminder is offering to families, her warm welcome, caring approach and flexible routines.

The childminder has a proactive attitude towards improving her service and continually monitors and evaluates all areas of her practice. Parents, children and agencies working to support families are involved in the self-evaluation process, helping to ensure that practices benefit the individual children attending. The childminder uses the Ofsted document to record clear priorities for future improvement. These include continuing to access ongoing training in relation to the Early Years Foundation Stage, obtaining additional resources promoting diversity and providing written menus.

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

The childminder demonstrates a sound knowledge of the Early Years Foundation Stage and plans a wealth of stimulating activities, built around children's individual interests. Observational assessment is good. Children's welfare needs, likes and dislikes are discussed with parents and recorded when their child starts at the setting. However, obtaining children's starting points, in relation to their learning and development is more informally gained and not recorded. The childminder uses a combination of photographs, well written observations and examples of the

children's drawings, writing and craft work to record their progress and achievements in line with the early learning goals. These records are routinely shared with parents who are encouraged to include their feedback and ideas at review meetings. Future activities and children's next steps are discussed and planned for. However, planning for these next steps does not yet clearly show how they are linked to the different areas of learning.

Children enjoy their time with the childminder, relate well to her and are becoming confident and sociable with others. Young children demonstrate a strong sense of security through the comfortable interactions. The childminder supports children's learning well. Regular singing and story times engage even the youngest children as they happily join in with actions and repeat familiar parts from the story 'We're going on a bear hunt!' By sitting alongside children, offering encouragement, asking open ended questions and giving them time to think and respond the childminder helps to develop their communication and language skills.

Children's understanding of the natural world is promoted through seasonal activities such as playing in the snow, planting and watching flowers grow, hunting for mini beasts and feeding the ducks. They are learning how to take care of the environment by helping the childminder to recycle and re-use resources in their arts and crafts. Children enjoy exploring the properties of sand, water and even cooked pasta. Older children have opportunities to use technology such as the lap top and electronic till. Children learn to problem-solve, for instance, as they discover how programmable toys such as the flashing light and sound shape sorter work, complete puzzles or put the train track together. This encourages their independence and ability to persevere with their chosen tasks.

Children are learning the importance of a healthy lifestyle because the childminder makes good use of local community facilities, visiting the children's centre, toddler groups, the library, woods and parks ensuring the children get plenty of physical exercise. Young children enjoy moving in the bouncing chair. Children enjoy the healthy meals and snacks provided by the childminder and are experiencing new tastes during the sociable time they sit chatting together. Visits to the allotment show children how vegetables grow and encourage them to try new healthy foods. Good hygiene routines and careful attention to preventing cross-infection effectively promotes children's health and well-being. For example, the childminder implements her sick child policy, routinely sterilises baby toys, provides clean bedding, individual towels for drying hands and follows stringent nappy changing routines. Children also learn about the importance of good personal hygiene as they wash their hands before eating.

An extremely well written policy sets out age appropriate strategies the childminder effectively uses for positively managing children's behaviour. All children are treated with respect and kindness and this helps them to respect themselves and each other. A clear explanation helps children understand how their hurtful behaviour may affect others and simple house rules are displayed in picture form as a visual reminder for the younger children. When out and about in the community the childminder helps children to learn how to be safe on the roads. She explains the importance of wearing safety helmets while riding a bike and indoors the children are proud and delighted to receive their own certificate

after taking part in an emergency evacuation drill. This helps children to develop a good sense of personal safety. Overall the experiences provided help all children make good progress and acquire the necessary skills for their future learning and development.

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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Annex B: the Childcare Register

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

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