

Inspection report for early years provision

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Inspection date	03/02/2010
Inspector	Felicity Gaff
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.

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 has been registered since 2009. She lives with her husband and two young children in a house in a village near Tunbridge Wells, Kent. The ground floor of the house is used for childminding, with one first floor bedroom used for sleeping babies. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of four children at any one time, of whom no more than two may be in the early years age group. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. Children in all age ranges share the same facilities. The childminder collects children from the local school and attends toddler groups regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a rich, child-centred service. She regularly reviews the quality of the care and education she offers, in order to identify areas for improvement. She makes good arrangements for exchanging information with parents. Most of the arrangements for creating an inclusive environment are good and meet the needs of the children attending. Children enjoy a good variety of first-hand play experiences, indoors and out, which help them make progress in all areas of learning.

What steps need to be taken to improve provision further?

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

- develop the use of ongoing observational assessments of each child's achievements and interests in order to plan for the next steps in their learning
- develop the use of posters, pictures and other resources that provide positive images of ethnic, cultural, social and linguistic diversity in order to create an environment that welcomes all children and their families.

The effectiveness of leadership and management of the early years provision

The childminder fully understands her responsibilities for safeguarding children. She supervises children at all times to protect them from people who have not been vetted. She knows how to recognise, record and report any concerns about their welfare. She promotes children's safety by undertaking regular risk assessments of her premises and also for outings, and effectively minimising identified hazards. The childminder maintains all the documentation required to support children's welfare. She periodically reviews and updates her detailed

written policies and procedures.

The childminder establishes strong partnerships with parents. There are good systems for discussing children's individual care needs and establishing their starting points when they first attend. Consequently, the childminder is very aware of each child's personality and preferences as well as their parents' wishes for their care. Parents receive information on their children's care and development through regular discussions as well as written and pictorial records. The childminder understands how to work cooperatively in order to complement the care children receive in other early years settings they attend. Parents value the high quality of care their children enjoy.

The childminder systematically evaluates the quality of her childminding service. For example, she seeks parents' views through regular questionnaires. This enables her to develop her childminding practice. The strong partnerships the childminder forges with parents enable her to support each child's individual needs well. She knows how to work with parents to support children with special educational needs and/or disabilities. She recognises the importance of supporting the language development of children who are becoming bilingual. However, resources do not reflect the ethnic, cultural, social and linguistic diversity of modern Britain by, for instance, including positive images of non-stereotypical families.

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

The childminder provides a clean and well ordered environment where children are effectively protected from illness and infection. For example, she teaches children to follow good personal hygiene habits by displaying pictorial prompts to encourage effective hand-washing practices. She works closely with parents to meet children's individual dietary needs, which ensures they receive appropriate food and drink. Children develop social skills, such as good table manners, because the childminder sits at the dining table during meal times and eats with them. The childminder ensures that all children, including those who do not yet walk, are able to exercise outside every day. All the documentation required to support children's welfare is in place and clearly maintained. The childminder's clear understanding of each child's individual needs enables her to provide consistent care.

Children are very much at ease in the childminder's care because she establishes positive relationships with them and their parents. Clear explanations help children learn to respect boundaries and they behave very well. Babies and toddlers develop their independence and self-assurance as they confidently explore interesting and accessible toys. They develop their literacy skills by using a beautifully photographed 'catalogue' of toys to choose what they would like to do. This helps all children express their preferences, including those who do not yet use English confidently. The childminder selects toys carefully to match the age and interests of the children attending. She encourages children to consolidate new skills, such as learning to walk unaided, and provides appropriate assistance. Consequently, children gain confidence in assessing their own abilities and

limitations. The childminder supports children's developing communication skills very well. For example, by talking to babies and toddlers about what they are doing she supports the development of a wide vocabulary by linking words to actions. Her interested responses to toddlers' vocalisations encourages them to communicate and builds their confidence in expressing themselves verbally.

Children develop their mathematical understanding as they play with structured toys such as nesting beakers. The childminder makes good use of incidental opportunities to count objects while children play. Toddlers skilfully experiment and test out their ideas as they operate age-appropriate electronic toys, explore how mechanical toys work, and open and close containers. Children's developing confidence enables them to concentrate on mastering new skills. They enjoy a wide range of opportunities for creative play. These include malleable materials, mark-making, role play and exploring sound and music. Although the childminder records what children do and achieve, she does not yet systematically use her observations to plan for the next steps in their learning.

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