

## Inspection report for early years provision

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<b>Unique reference number</b>	EY400025
<b>Inspection date</b>	20/04/2010
<b>Inspector</b>	Joanne Wade Barnett
<b>Type of setting</b>	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 was registered in 2009. She lives with her co-childminder who is also a registered childminder in Edenbridge, Kent. The whole ground floor area of the house is used for childminding with two additional rooms upstairs for sleeping children. There is a fully enclosed garden for outside play. The childminder has two cats.

The childminder is registered to care for a maximum of four children at any one time. When minding with a co-childminder, they can care for a maximum of eight children. They are currently minding seven children within the early years age range. Both childminders have joint responsibility for the childminding practice. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder attends the local childminding group and children's centre. She also attends the local toddler group. The childminder has a recognised childcare qualification. She is a member of the National Childminding Association (NCMA) and receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's welfare is promoted and they are well protected. The childminder's inclusive approach fully meets their individual needs and underpins the good progress they make in their learning and development. She has a good capacity for maintaining continual improvement. The strengths of the provision are highlighted. The childminder is starting to use Ofsted's self-assessment and look reflectively about what she can do to further improve the outcomes for children.

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

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

- continue to gather parents' views regarding their children's progress on their learning and development
- continue to use reflective practice and self-evaluation to continuously improve the quality of the provision for all children
- ensure the risk assessment covers everything with which a child may come in contact with such as low level glass ornaments.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding is prioritised. The childminder has a good understanding of child protection issues and is confident about the steps to take if there were concerns

about a child. All household members are suitably vetted. Risk assessments reduce the likelihood of accidents and the childminder teaches children to take an active part in staying safe, exemplified when they practise fire drills. However, some low level ornaments have yet to be included as part of the risk assessment.

Documentation is well organised, readily available for inspection, stored securely to protect confidentiality and amended as soon as changes occur to keep information up-to-date and accurate. All essential records and written policies are in place. Parents read these to gain an insight into the childminder's role and responsibilities. The registration certificate is prominently displayed.

Links with other professionals involved in the care and education of the children are similarly good. The childminder collaborates with teaching staff from local groups to share ideas about how to help children make progress. The childminder is starting to reflect on her practice and use the Ofsted self-evaluation form. She undertakes relevant training and recent courses include observation and assessment.

Equality and diversity is promoted well in all areas of practice. Children are valued as individuals and treated with equal concern. These measures are underpinned by the childminder's written policy and her positive attitude towards meeting the needs of children and their parents. Children learn about diversity and the differences between people in society through the resources provided and a good range of outings where they mix with other children and adults. The experiences on offer are equally available to all children.

Partnerships with parents are very good. Contracts are used to set out clearly the expectations of both parties and daily discussions and diaries keep parents informed of what children have done in their absence. The childminder engages well with parents, shares a good range of information and includes them in their children's experiences. However, not all parents' comments are recorded on the child's individual Learning Journey's. Starting points are obtained when a child joins the provision and parents feel the childminder provides a stimulating and nurturing environment and are delighted with their children's progress.

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

Good support from the childminder helps children to feel safe, secure and receptive to new experiences. The childminder makes perceptive and interesting observations and assessments of them and uses the information to plan. Plans cover all areas of learning, take good account of children's personal interests and show details of interesting activities that help children to make good progress towards the early learning goals in relation to their starting points and capabilities.

Children can access a good range of resources and opportunities that promote their current interests. The children enjoy dressing up, arts and crafts and playing with the dolls; these role play resources encourage children to represent real life scenarios through their play and make connections with their home lives. This also

enables the children to express their creativity and encourages them to use their imagination. The children have good opportunities to meet other people as they visit local places of interest such as parks, the library and children's centre to develop their learning. These outings also help them develop an understanding of the world around them.

Babies respond well to the childminder's continual praise and encouragement and her warm soothing tones when they are tired or have just woken up. She is calm and gentle in her approach and ensures their needs are met. Older children are made aware of the childminder's ground rules and her policy is clear about how she will address negative behaviour. Her behaviour management methods take into account each child's age and stage of development and promote their welfare at all times.

The children's health and well-being is well promoted. They eat appetising meals and snacks and have regular drinks throughout the day. They enjoy outdoor play and use apparatus in the garden and visit local parks. This teaches the children that exercise is fun and keeps them fit and active. There are sensible arrangements for sick children, which alongside frequent hand washing, helps to contain the spread of illness. Collectively, these positive early experiences help children develop skills for future success.

## 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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