

Inspection report for early years provision

Unique reference number	EY400055
Inspection date	20/04/2010
Inspector	Joanne Wade Barnett

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 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 year's age range. Both childminders have joint responsibility for the childminding practice. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary Childcare Registers.

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.

The childminder provides an early years setting that embraces the needs of the children and ensures their welfare and learning are well promoted. All children are welcomed equally and the partnership with parents helps to provide them with consistent support. Children can play and learn within safe boundaries and the childminder understands their needs well. She has a good capacity for maintaining continual improvement.

What steps need to be taken to improve provision further?

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

- continue to encourage children to experiment with writing for themselves through random mark making to form the basis of recognisable letters
- ensure the risk assessment covers everything that a child may come into contact with
- continue to use reflective practice and self-evaluation to continuously improve the quality of the provision for all children

The effectiveness of leadership and management of the early years provision

Children are safeguarded well by the childminder who ensures they are secure in her care and well cared for at all times. She is clear about the different types of

abuse and the signs and symptoms to look for. All current contact numbers are up-to-date and the childminder knows who to contact in the event of a concern. She keeps a range of accessible and relevant guidance to refer to when necessary. The childminder is very attentive regarding security and emergency procedures, keeping children safe on outings and ensuring her risk assessment is up-to-date. 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.

Equality and diversity is well promoted for children and their parents. A written policy is very clear about equal opportunities and challenges any discrimination. The toys and resources promote many positive images of diversity and children learn to respect and value the differences between people in society. Each child has equal access to the learning environment, helping them make good progress.

Links with other professionals involved in the care and education of the children are similarly good. The childminder confers with the key person from pre-school and often supports the planned themes at the setting. This enables her to complement the care and education the children receive there. 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.

Every opportunity is utilised to keep parents informed of their child's progress and daily activities, ensuring extremely close links for children between their home and the care provided by the childminder. The childminder is particularly conscientious in working closely with parents so she fully understands children's individual likes, dislikes and personal preferences and can provide for these accordingly within every aspect of her care provision.

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

Children benefit from warm and close interactions with the childminder, who understands their needs and promotes their learning well. Babies enjoy cuddling up with her, listening and smiling as she talks to them about various things. They also initiate communication, for example, by pointing and making gestures to let the childminder know they have seen one of her cats in the garden. The childminder extends this interest by asking what else they can see and making suggestions. This helps to promote babies' confidence and early communication skills.

Children's independence is encouraged, for example, as they pick up objects from the treasure basket. Routine opportunities are used for counting, for instance, as

the childminder lifts babies up from a sleep and counts to three. This exposes them to mathematical language from an early age. The childminder plans a range of experiences based on children's achievements and interests through a mixture of adult and child-led play. Children have ample time to explore books and rhymes, they recognise that print carries meaning. Drawing and mark making are evident, although on occasion over directed by adults. Other resources include number concepts, inset puzzles and programmable toys, which help children to problem-solve and discover how things work. Role-play resources encourage children to represent real life scenarios through their play and make connections with their home lives and experiences. Overall, the learning opportunities in place help all children to develop the necessary skills for their future learning.

Children eat a good range of healthy foods. Parents currently provide most of the babies' food. The older children have a weekly menu, which includes all the essential food types for good health and growth. Healthy snacks are provided and children also enjoy eating healthily on outings. Effective measures are in place for infection control. These include ensuring children with contagious ailments remain at home and providing all children with their own towel. The childminder uses a range of antibacterial products to help reduce the risk of cross infection.

Children are very well behaved and learn the expected house rules through the childminder's gentle reminders as they play. She encourages their independence but offers help where necessary. She instils a sense of responsibility into all children, for example, as they help to set out activities or tidy them away. She is a good role model and offers plenty of praise and encouragement to each child. She teaches them to respect one another and as a result, children play cooperatively together and develop good levels of confidence and self-esteem.

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