

Inspection report for early years provision

Unique reference number	EY396351
Inspection date	16/03/2010
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 was registered in 2009 and is a qualified Montessori teacher. She lives with her husband and two pre-school age children, in Tonbridge, Kent. The whole of the house is used for minding children. There are toilets located upstairs and downstairs. There is a fully enclosed garden for outside play. The family have a cat and some fish.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children at any one time, with one being in the early years age group. There are currently three part-time children on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children enjoy a highly stimulating and inclusive environment where the childminder nurtures their natural curiosity and desire to learn. Families are made to feel welcome and all children are valued by the childminder, who gets to know their individual needs and interests exceptionally well. As a result, children are making excellent progress in the Early Years Foundation Stage. Children's health, safety and well-being are given the highest priority and are clearly underpinned by comprehensive policies, procedures and accurate record keeping which are all shared with parents. Rigorous self-evaluation allows the childminder to make continuous improvements to her practice resulting in excellent outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing partnerships with other settings the children attend who deliver the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder is conscientious in the organisation of all aspects of her provision. Protecting children and keeping them safe is a very strong area. A well formulated policy ensures that parents are fully aware of the childminder's role and responsibility with regard to safeguarding. She is aware of the potential signs and symptoms of abuse and keeps relevant literature to hand to refer to in the event of any child protection concerns. Thorough risk assessments, which are regularly reviewed, keep children safe and allow them to develop their independence and move around safely in the home, garden, when visiting community groups and on

outings. Permission has been obtained from parents to take children swimming and the childminder remains vigilant. A record of all visitors to the home is maintained and systems are in place to ensure that children cannot leave the premises unsupervised and an effective arrival and departure system means they cannot be collected by unauthorised adults.

An extensive portfolio provides prospective parents with detailed information, policies and procedures covering all aspects of the childminder's practice. Useful information about the Early Years Foundation Stage is provided to all new parents with samples showing how the childminder plans to deliver the learning and development requirements for their child. Consultations with parents ensure useful information about children's welfare requirements and unique starting points in their learning and development are acquired. This enables the childminder to plan activities which meet their individual needs and ensure they are suitably challenged. A two-way daily diary is used between the childminder and home and weekly plans contain suggestions of how parents can extend the activities at home. The childminder ensures three-way communication flows between the nursery, home and herself, providing continuity for children. Parents are made aware of the complaints and compliments procedure and are asked to complete questionnaires which invite feedback on all areas of the service. Comments show parents like the flexible routines and are very happy with the care their children receive.

Children have excellent opportunities to develop their personal independence skills and to make choices about their play as resources are deployed so they are easily accessible in all areas of the home. Forward planning ensures each child receives a good deal of individual time, attention and support with their learning. The childminder has a high regard for equality and diversity and creates an inclusive, enabling environment, where children explore elements of their own and others' cultures and are valued as individuals. She uses good quality books to help children learn about the wider world and to celebrate the differences which make us all unique. For example, 'Around the World Playtime' and 'Who are your friends?' show photographs of children with different abilities from all around the world playing together. Dual language books such as 'Yeh-Hsien', a Chinese Cinderella story, show children that all languages have value. A globe trotting twister game encourages the children to find out about different countries and a welcome poster in British Sign Language shows how deaf people communicate. Following a visit to India the childminder's brother is to share pictures and souvenirs and the children are to make Diwali lamps.

The childminder takes account of feedback from parents and children and regularly evaluates her activities to see how they can be developed further. The childminder makes excellent use of the Ofsted self-evaluation form enabling her to build on her strengths and identify areas she would like to develop. For example, she would like to make further links with other settings the children attend and to invest in more craft materials. The childminder is reflective and demonstrates a high level of commitment to continually improving outcomes for children with a very positive approach to training and on-going development.

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

The childminder uses her highly skilled interaction to promote outstanding learning experiences across the six areas of learning. Children have tremendous fun exploring the wealth of toys and play equipment provided in the setting, at local groups and when out and about in the community. Children settle quickly and close relationships have developed because the childminder is always available to join in and support children's play, nurturing their confidence and overall development. As she bends down children lean against her, draping their arm around her shoulder listening intently as she talks to them.

The childminder has implemented a very clear observation, assessment and planning system, recording meaningful observations of children's interests and achievements, along with examples of their work and photographs of them participating in activities. The childminder uses the Early Years Foundation Stage Practice Guidance to link these observations to the relevant areas of learning and shares children's learning journals with parents so they can contribute to planning future activities which help their children progress toward the early learning goals.

Children are developing a broad range of skills necessary for their future learning and development. They relish listening to stories such as 'Fantastic Mr Fox', visit the library for rhyme/singing time and take part in 'World Book Day'. Children's language development is promoted as the childminder asks lots of questions to encourage their listening and thinking skills, encouraging the youngest children to 'Tell me in a different way' if they cannot quite be understood. Accessible notepads and pens enable children to make marks and begin forming recognisable letters. Children use their observation skills to match pictures in a bingo game and are learning how to problem solve as they complete puzzles, build with construction and fix the train track together. The childminder uses everyday situations such as shopping to encourage children to develop their counting skills and handle real money.

Dressing-up clothes and role play enable the children to act out real life situations and explore positive role models such as dentists, teachers and doctors. Young babies are encouraged to press buttons on interactive toys which make noises and move. Older children have access to a mini laptop and are able to use technology such as the camcorder and particularly enjoy creating virtual characters of themselves on the Wii game. Children are learning how to keep their play space tidy as they carefully pack away the toys and understand that any spills should be mopped up to prevent someone slipping. Children know they must hold onto the banisters when climbing the stairs and what to do in the event of an emergency as they regularly practise the evacuation drill.

During 'Child Safety Week' the childminder takes the opportunity to remind children of their road safety skills and the dangers in talking to strangers.

Children's knowledge and understanding of the world is extremely well promoted. For example, they have taken their own photographs and drawn pictures of where they live and landmarks in the local area, creating a visual map of the town they

live in. Children are making a positive contribution as they help care for the family pets by taking turns to feed the fish and learn how to treat animals with respect. They take part in craft activities which help raise an awareness of how others live such as making a patchwork bear as part of 'Children in Need'. For Mother's Day the children each decorated a pot and planted flowers. This activity was skilfully extended as the children later went on to create a paint and collage picture of their gift showing how plants need the sunshine and water to help them grow. Examples of children's work are valued and displayed helping all children to feel proud of their achievements. Children openly express their feelings and the childminder gives clear messages about what she expects of them using simple explanations and house rules set out in picture form. The childminder is a good role model and offers plenty of praise and encouragement helping children to learn to share and have good manners.

Children's health and well-being is promoted through the high standards of hygiene and cleanliness in the childminder's home. Children are encouraged to adopt healthy lifestyles and learn about good personal hygiene by discussing topics raised in the book 'Why wash?'. A sickness policy helps minimise cross infection as appropriate measures are taken when children have infectious illnesses. Children have a positive attitude toward physical exercise and have great fun exploring on equipment at indoor soft play centres and parks. In the garden children enjoy playing with balls and digging in the sand, using a sit-and-ride bulldozer to move it about. Children are learning which foods are good for them through fun activities such as making and laminating their own placemats showing pictures of healthy food. A high emphasis is put on healthy eating and children are encouraged to eat plenty of fresh fruit and now call apples 'sport candy' after watching the character 'Sportacus' in a television programme promoting healthy eating and physical exercise. Children are offered regular drinks to keep hydrated and the childminder provides meals which are extremely healthy and nutritious; batch cooking and freezing to ensure she can spend more time with the children.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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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