

Inspection report for early years provision

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Inspection date	18/03/2010
Inspector	Linda Patricia Coccia
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 1998. She lives with her husband and adult child in Tonbridge, Kent. The ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. There is a high step to enter the premises and another down into the garden.

The childminder is registered to care for a maximum of five children aged under eight years at any one time. She is able to care for up to three children in the early years age range. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently minding seven children between the ages of two years and 11 years. She walks to local schools to take and collect children. She attends the local parent/toddler group and local childminding groups and the local Children's Centre. The family has a pet dog. The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides excellent care for children because she caters exceedingly well for their individual needs. She knows the children and their families extremely well and works closely with parents to ensure children's needs are met. This results in children receiving consistent, relevant care. The childminder is highly committed to attending workshops and childcare courses in order to further her understanding of how young children develop. This means that children benefit from the childminder's innovative and up to date childcare knowledge.

What steps need to be taken to improve provision further?

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

- offer children the opportunity to learn about the emergency evacuation procedures in order for them to be able to keep themselves safe in an emergency
- ensure all the required elements in the record of risk assessment are present.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent range of procedures and written policies in place to safeguard children. All adults who reside on the premises hold current Criminal Record Bureau clearance checks. The childminder has recently updated her

safeguarding children knowledge by attending a local authority safeguarding children course. The new information has been shared with parents thereby ensuring that they are fully aware of the childminder's responsibility for safeguarding children. The childminder is able to call on other responsible adults to care for children in an emergency. This means that children are always cared for by responsible people. The childminder carries out excellent risk assessments for children's outings to other venues. She also carries out a full daily risk assessment of her premises. However, the daily assessments are not signed. This has a very low impact on the children as the childminder ensures that all appropriate safety equipment is in place in her home and garden. Procedures also ensure that children understand about home safety and the safe use of equipment. For example, the use of the bouncy castle when it is inflated. The childminder fully discusses her emergency evacuation procedures with the children and they have practised them. The procedure is displayed. However, the childminder has not recorded the date of the practice drills to enable her to see how often they are tested. Overall, children's interests are fully safeguarded.

The childminder has excellent procedures in place to ensure that all individual children's needs are met. For example, she has devised a pictorial time line for hand washing for children to follow. This is displayed in the toilet. Originally it was devised for a child with limited English but now it acts as a guide for all children to use. All children have full access to all activities regardless of gender and ability. This means that all children have the opportunity to reach their full potential through their play experiences. The childminder has an excellent range of resources which she utilises very well. Space is limited and not all toys can be out at once, so the childminder has devised a catalogue for the children to select toys from. Resources are changed frequently to give children the maximum experience. For example, photographic evidence shows the home corner and fully equipped shop in operation although it was not being used at the time of the inspection. The childminder also makes very good use of local amenities, such as, the toy library and local children's centre. These help her expand the children's knowledge of their community. The childminder has completed an excellent online assessment form in which she consistently applies her commitment to caring for the individual child. She drives improvement through constantly seeking out new challenges for children and amending her practice to cater for them.

The childminder has excellent relationships with her current parents. Their written comments produced for the inspection shows that they trust the childminder implicitly and respect her judgement and childcare experience. Some comment on her ability to provide excellent social skills for their children whilst others extol the childminder's commitment to providing excellent care. The childminder works exceedingly well with other agencies and providers, such as local schools and pre-schools. The childminder uses a detailed contact book to ensure that information from the other settings is passed to parents correctly. This has resulted in individual care plans being formulated to help individual children progress and ensures their individual needs are being met.

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

Children have excellent relationships with the childminder. Children are keen to attend and are encouraged to feel at home as they free flow around the ground floor play areas. This means that they feel safe and can enjoy what they choose to play with. Both the children and the childminder share lots of laughter and giggles as they play together. This means children enjoy their time with the childminder and are very likely to achieve well. Children engage in a wide variety of activities which cover the six areas of learning and which are innovative and interesting. For example, they learn about size and grading as they construct the three bears out of card and paper. They have visits to the local aquarium which aids the development of their knowledge and understanding of the world. They talk about their experiences all the time. For example, one child mentioned that her pastry cutter looked like a sea horse. The childminder encouraged the child to recall where she last saw a sea horse. 'At the aquarium' said the child. This prompted lots more discussion about a recent outing. Children are encouraged to share their feelings with each other and develop excellent social skills. They have a good understanding about each other's differences as they attend and participate in a variety of cultural festivals. Children's views are taken into account as they help set the house rules. They engage in a wide variety of craft activities and choose from a wide range of books to read to themselves and their friends. They love to snuggle with the childminder to read favourite stories and vie with each other for a place on her lap. The childminder has an excellent understanding of the Early Years Foundation Stage and keeps detailed observational records on the children. She conducts initial assessments with parents in order to discover children's starting points. Observations are supported with photographic evidence and give parents details of the area of learning being covered. A daily diary is used for all children within the Early Years Foundation Stage. They contain very good records of children's achievements. The childminder also includes information about her play plans for individual children to help them progress. Parents are keen to be involved in their children's learning and happily produce items for activities. They sometimes adopt activities for home use. Records show that the children are making excellent progress towards the early learning goals and are developing many skills for the future.

Children are encouraged to adopt a healthy lifestyle. Children are offered food which is healthy and nutritious. They have fresh fruit and vegetables at snack time and can pour their own water or juice. The childminder provides parents with an excellent weekly menu which is full of healthy meal options. The childminder has attended a safer food course and has been working with the best practice elements from it to ensure that children are eating safe food. Children are regularly involved in food activities. These range from buying the fruit they eat and talking to the greengrocer about where the fruit comes from and how it is grown, to helping the childminder prepare meals and snacks. Children have a good understanding of hygiene issues and always wash their hands before handling food. They know to use tissues and to put their hands over their mouths when coughing. Children have plenty of physical play opportunities such as, walking to and from local schools and using large physical equipment at the local park. During

inclement weather the children dance to music and play physical indoor games. This means children always benefit from physical exercise. Children receive lots of positive reinforcement for good behaviour which helps them to regulate their behaviour for themselves. The childminder is a very good role model. She speaks to children respectfully and never raises her voice. She varies her behaviour management strategies in order to use the most appropriate for each individual child. Children enjoy each other's company and play well together. They are very aware of the house rules and how to use equipment safely. Children are encouraged to share information about each others home life and backgrounds in order that all the children learn to respect each other's differences. Children make a very positive contribution to the setting.

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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