

## Inspection report for early years provision

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<b>Unique reference number</b>	156042
<b>Inspection date</b>	19/07/2010
<b>Inspector</b>	Linda Patricia Coccia
<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 2001. She lives with her husband and three adult children in Chatham, Kent. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. There is a small step to gain access to the premises.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six 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. The childminder is currently minding 16 children between the ages of nine months and 11 years; of whom, 11 are under eight years, of these, four are in the early years age range. The childminder drives to local schools and pre-schools to take and collect children. The family has two pet dogs and an African grey parrot. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The childminder is most effective in providing good support for children and their families when dealing with children's development. She is excellent at working in partnership with parents. The childminder provides a wealth of activities for children. However, she is still developing the methods used to observe, assess and plan for children's individual activities. The childminder has made a number of improvements to her service by addressing recommendations made at her last inspection. This shows she is able to maintain continuous improvement.

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

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

- use systematic observations and assessments of children's achievements, interests and learning styles in all areas of learning to plan challenging, relevant and motivating play experiences for each child indoors and out, across all areas of learning and development.

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

The childminder organises her service well. Her paperwork is well maintained and is appropriately stored in order to keep children's personal information confidential. Each child has a separate folder containing their individual records and any information relating to the childminder's service contracts with parents. She has ensured that all adults over the age of 16 years hold current, cleared Criminal Records Bureau checks. This ensures that children have contact with suitable

people. The childminder has further procedures in place to ensure children are safeguarded. For example, good risk assessments are carried out frequently on the premises and equipment and the complaints procedure is made known to parents. The childminder has maintained her paediatric first aid certificate. The childminder has evaluated her provision. She has reviewed her procedures as she completed her assignments whilst attending the childminding diploma course. She has improved her paperwork and improved the range of activities available to the children. She regularly discusses current childcare issues with childminding colleagues. The childminder also uses the resources of her local community well. For example, she utilises the activities for children available at her local children's centre and her child minded children accompany her to a variety of parent and toddler clubs on a regular basis. This enables children to use different types of equipment and helps them develop their social skills.

The childminder has good procedures in place to enable her to support children. She has a good understanding of child development and linking it with equality and diversity. This enables her to identify any problems children may have. She discusses problems with parents and supports them in their contact with other health professionals. She offers follow-on care by adapting activities to ensure they are suitable for each child's needs. Children have their individual needs met. The childminder has excellent relationships with all her parents. In written references they all report on the childminder's excellent organisational skills and professional manner. A number have commented on the very good support given to their children and the childminder's advocate skills when dealing with schools and other childcare provisions. They all report that they discuss their children regularly with the childminder and she acknowledges their care requirements. This means that children are offered outstandingly consistent care.

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

The children have a good time with the childminder. Parents report that children are happy and excited to stay with the childminder. Children can free flow between inside and out and eagerly request activities they enjoy. This shows that children feel safe within the setting. In the garden, they develop their physical abilities using the safe trampoline, fully supervised by the childminder. On the garden patio area the children use sand and water play. The children can choose to take activities outside if they want to. Indoors, they use a wide variety of craft equipment which combines their creative development with their problem solving, reasoning and numeracy skills. For example, painting a picture of a house while identifying geometrical shapes such as a triangle for the roof. The role play equipment, such as play telephones and shop tills, provides children with a knowledge and understanding of the world while allowing them to develop their personal, social and emotional development as they make the childminder cups of tea and act out their own home lives. Throughout each day the children converse with the childminder about all manner of things from what characters on the television are doing to plans of activities for the week. The youngest children have daily diaries in which the childminder records observations of their development and learning. Because the childminder has a good understanding of how children

learn and develop she is able to instinctively plan activities that will cater for the children's learning needs. However, not all planned activities are in direct response to the childminder's observations for individual children nor do they cater for children's individual interests or abilities across all the areas of learning. Children's next steps and achievements are only sporadically recorded. Nevertheless, because the childminder knows her children so well, they are still making good progress towards the early learning goals.

Children are included in daily discussions about the food they eat. They are offered choices of fruit and vegetables at snack times. Their individual dietary needs are catered for and the childminder has been known to cook three different meals for different children. Parents are invited to provide their own food for their children. The childminder ensures that children understand about healthy eating and how to look after their bodies. They practise the childminder's good hygiene procedures to restrict cross infection and are becoming proficient in self care. Children are provided with many opportunities for physical play. The childminder looks after a wide age range of children. They all get on very well together which means there are very few behaviour problems that need to be dealt with. The childminder has good behaviour management strategies in place enabling the children to understand about good behaviour. They are able to regulate themselves. In particular they are learning behaviour relating to home safety and how to use the toys and equipment safely. The children are developing skills which they can sustain and carry into the future.

## 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	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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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