

Inspection report for early years provision

Unique reference number	EY396042
Inspection date	17/03/2010
Inspector	Linda Margaret Nicholls
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 was registered in 2008. Registration is for the Early Years Register and both the compulsory part and the voluntary part of the Childcare Register. Registration is for a maximum of four children under eight years of whom one may be in the early years age group. Registration does not include overnight care. There is currently one child in the early years age group on roll.

The childminder lives in Snodland, in Kent. There are local shops, parks, nurseries and schools within walking distance. The ground floor rooms of the house are used for childminding although bedrooms are available for children to sleep in. Children have access to a secure garden.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder recognises the uniqueness of each child and provides support so that no group or individual is disadvantaged. Children's welfare requirements are clearly understood and implemented. Children are beginning to make steady progress in their learning development, and initial implementation of systems to aid planning and identification are in place. The childminder identifies the strengths and weaknesses of her provision to ensure its continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop the application of recording processes and planning to ensure each child is provided with appropriate play and learning experiences based on their interests and needs.

The effectiveness of leadership and management of the early years provision

The childminder ensures all adults in her home are suitable. Safeguarding children procedures are clear and informative. A comprehensive range of risk assessments is carried out on all areas used for childminding to ensure children's safety and security. Resources are easily accessible to all children and are regularly checked for replacement or repair. Emergency evacuation plans are in place and a register efficiently records the arrival and collection of the children in her care.

Well-organised documentation is in place ensuring all required records are available. The well-being of individual children is promoted because records provide information that is shared between the family and the childminder. Accident, medication and registration documents are maintained effectively, together with information about activities and events. The childminder promotes

equality, diversity and inclusion of all children, providing resources such as toys, games, books and activities. Children learn to value similarities and differences as they experience positive social relationships when they meet others at community venues.

The childminder has started to make an effective use of her self-evaluation process. Her reflective practice has begun to identify the strengths and weaknesses in her provision. She is aware to continue to develop her understanding of the Early Years Foundation Stage (EYFS) requirements and to plan for children's individual interests and needs. The childminder provides a flexible and positive partnership with parents that acts as a foundation to effectively meet individual needs. She provides clear written records describing the children's experiences and activities. She has established relationships with other providers of the Early Years Foundation Stage and is aware of how these partnerships can be used to support children's learning and development.

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

Children show they feel settled and secure as they choose to play with the donkey-rocker or the construction bricks. They are confident and make independent choices from the easily accessible resources. The childminder records observations and plans an adult-led activity, such as making a personal placemat, to encourage children's creative skills. The six areas of learning and individual next steps are identified to monitor individual progress.

Children demonstrate their knowledge and understanding of the world as they operate electronic or battery operated toys or pretend to use the play oven to cook lunch. Children show curiosity and an eager enthusiasm to develop language skills, engaging adults in conversation and repeating words and phrases they hear. The childminder stimulates their engagement because she asks questions that encourage them to think. Children learn conversation skills because the childminder listens to their remarks, answers clearly and calmly, and gives them time to consider their response. Children learn to enjoy stories and examine the illustrations in books as they listen to the childminder read. Children learn to control mark-making tools such as chinks or paint brushes. They describe the colours of toys and know the names of shapes and characters, such as Dora, depicted on their puzzles. They know their work is valued because it is named and displayed. Children learn to recognise number and problem-solve. They challenge themselves to use the construction bricks to build a tower, 'taller than you'. Children enjoy daily opportunities for fresh air and exercise as they walk to and from school or play in local play parks. In the garden they climb the ladder of the slide confidently and smile at their own achievement as they ask the childminder to watch them slide down.

Children are learning how to keep themselves safe. They know to help tidy up resources they have finished playing with and to wash their hands after using the bathroom. They become aware of good road safety habits during discussions as they walk to and from school. Children learn to make healthy food choices,

suggesting cheese sandwiches for lunch. They know to sit at the table to eat and to talk only when they have finished eating. The childminder maintains detailed information about any dietary restrictions and works closely with parents to ensure children's dietary needs are met. Children develop social skills as they meet others at outside venues such as activity centres or toddler groups. They learn to share resources and take turns during their play.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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