

Inspection report for early years provision

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Inspection date	16/06/2010
Inspector	Janette Mary White
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 2006. She lives with her husband and two school aged children in Kings Hill, West Malling, Kent. All areas of the property are used for childminding and there is a fully enclosed garden for outside play. The children's playroom is on the first floor level. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently caring for two children in this age group. She also offers care to children aged over eight years to 11 years. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an excellent knowledge of each child's individual needs. She successfully provides a stimulating range of activities and resources. As a result, children's welfare and learning are effectively promoted. Children are offered a wide choice of activities and have many opportunities to learn about the wider world as well as their local area. The partnership with parents and other agencies is a key strength. This significantly contributes to making sure the needs of all children are met very well. Subsequently, children make good progress given their age and ability. The childminder has a good understanding of how she is able to use self-evaluation to consider her future continuous improvements. Regular self-evaluation means that any priorities for future development are promptly identified and acted on. This results in a service that is responsive to the needs of all the children and parents. Children explore through their play in a safe and stimulating environment where risks are assessed and reduced.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for all outings and trips.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent knowledge of safeguarding children and her child protection policy. This procedure clearly describes the action she should take if she

is concerned about a child. As a result, her competent understanding makes sure children are safeguarded. The childminder has a professional approach to her role and is motivated making sure that the service she provides meets the needs of all the children. She consistently attends training courses to keep herself up to date. The childminder has a comprehensive risk assessment system for the home environment and for most outings. Nevertheless, some visits to places of interest are not always included within the risk assessment report. However, the childminder clearly describes how she maintains children's safety by visually conducting an assessment of risks. Children's essential details including parents' written contact numbers, a first aid kit and mobile phone are always taken when on outings and trips. The childminder has an up-to-date first aid certificate. She has a competent understanding of appropriate first aid treatment for children and effectively keeps a record of accidents and medication administered, which parents acknowledge and they also receive a copy.

Equality and diversity is promoted exceptionally well within the childminder's practice. The childminder has an excellent range of information and resources, which she embeds into her everyday practice. All children are valued as individuals and she supports each family according to their unique circumstances. As a result, no child is disadvantaged and all children are treated with equal concern. The childminder has an excellent understanding of self-evaluation as she highlights areas for continuous improvement as well as her strengths. For example, she is aware of the need to further develop a system to record children's capabilities or their starting points within the learning and development records. Parents are provided with the childminder's written policies and procedures, such as equal opportunities, lost or uncollected children and complaints. There is a process to log any complaints ensuring parents have an effective understanding of her practice. Children's records have all the details for the childminder to understand how to meet their appropriate care needs. In addition, she has obtained all the required written permissions for each child, such as for outings and trips.

The childminder successfully encourages good hygiene practices. Children demonstrate how they fill the small basin with water and use the pump soap to wash their hands. They have individual towels to dry them. Subsequently, by following these procedures this practice minimises the risk of cross infection. As a result, children learn the importance of good hygiene practices. The childminder works together with the parents and has fostered good links with other agencies, such as the local school and pre-school. She includes within her activity plans opportunities for children to be self-motivated and to develop the skills that contribute to future economic well-being. For example, as they become inquisitive and independent learners or using effective questioning to help them solve their problems or work together. Children are developing the skills and understanding of the wider world through their play, such as recycling materials which are reused in the art and craft activities or by separating waste materials into different bins.

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

The childminder has successfully implemented an effective system to make sure children have access to a comprehensive range of activities. Children use the homemade 'resource library' book which enables them to freely choose what they wish to play with. This resource book has details of toys, in pictures and words, which makes sure that it meets the needs of all the children. Each day children use a 'plan our day' chart which identifies slots of time throughout the day for them to choose the activities that connects to their individual interests. The childminder's comprehensive planning of activities ensures that children's unique needs are being met and that they cover all the early learning goals. For example, she produces individual plans for children using both short and medium term plans. Most of the storage containers are labelled in a way to further promote children's self-help skills and growing independence. For example, all the storage containers in the playroom have pictures and words, although some containers stored under the stairs do not have pictures.

The childminder systematically evaluates the activities linking these to the children's individual interests. She assesses the success of the activity or what can be improved. Children's observations are used to promote their development and there is an effective balance of child-initiated and adult-led activities. This enables them to learn through their play and at their own pace. As a result, children make good progress in all areas of development and learning in the Early Years Foundation Stage. The childminder gathers and uses the valuable information about children's abilities, although this information is not always recorded. Nevertheless, she effectively considers what children can already do as part of their baseline assessment in order to offer stimulating activities which they eagerly take part in. Parents are kept informed of the activities and the daily routine through well-documented records. Younger children have a daily contact diary which also keeps parents informed. Children's observations chart their achievements and these are successfully used when planning their next step. Children enjoy the success of what they achieve and are enthusiastic about making decisions when choosing from the easily available resources. For example, play dough, cars and a road track mat or the rocking horse which links to their theme of transport.

The childminder gently reminds children of the house rules, such as not running indoors. They learn about the boundaries and how to be kind to others. Children have regular opportunities to visit local parks or places of interest and they are encouraged to play outside in the fresh air every day. They understand the importance of eating healthy food, such as organic carrot sticks. The childminder talks to the children about foods which are good to eat. Children are also growing their own plants as they water and care for them. This supports their knowledge and understanding of the world. The childminder describes how older children help to produce the posters for house rules and she displays child-friendly information about bullying for older children. There are also many posters displayed in the areas which are used by the children to support their understanding of being healthy or how to keep themselves safe, such as washing hands and fire

evacuation. The childminder actively supports and promotes children's safety through the use of safety equipment. For example, stair gates are in place across the lounge and at the top of the stairs. Children develop a sense of belonging as they have their own pegs and know where to place their shoes when they arrive.

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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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