

## Inspection report for early years provision

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<b>Unique reference number</b>	103322
<b>Inspection date</b>	07/07/2010
<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.

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## **Description of the childminding**

The childminder was registered in 1996. She lives with her husband and three adult children in Strood, Kent. The ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. There are a couple of steps to the entrance of 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 which can increase to four children when she is working with her husband as her assistant. The childminder is currently minding five children between the ages of one and five years.

The childminder walks to local schools to take and collect children. She attends the local parent/toddler group and local childminding groups. The family has a pet dog. 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 has a great deal of experience in caring for children and is able to cater for children's individual needs effectively. Her procedures allow each child to develop at their own pace. The children's observation records are informative but need additional elements to be included. The childminder has acted upon 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:

- continue to develop the observation record, for example, noting children's achievements and using the information to inform the activity planning.

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

The childminder manages her service well. She ensures that any records belonging to the children are up-to-date and maintained confidentially. Parents are involved in keeping records up-to-date. This ensures that any personal issue which concerns a child can be addressed immediately. The childminder ensures that all the persons residing on her premises are suitable to have contact with children. All adults hold current Criminal Record Bureau checks. The childminder has a good understanding of child protection issues. She has current information regarding the

Local Safeguarding Children Board procedures. Her procedures ensure that children's well being is promoted. The childminder holds the role of a support childminder for childminder applicants. Through her role she is able to access lots of workshops and training which helps her to extend her own knowledge of childcare issues. This helps her to drive improvements in her service which in turn has positive impact on the children. For example, the childminder has learnt to ensure she provides lots of physical activities to cater for the learning needs of all the children but in particular the boys. She has a good understanding of equality and diversity issues and promotes these with the children. Toys include a variety of positive images of race and culture. She evaluates her provision with the help of parents and childminder colleagues from the local childminding group and has made appropriate changes. For example, she has changed her room layout in order that children may free flow easily around the premises. She ensures children can access their toys for themselves which gives children choices.

The childminder has procedures in place to allow her to work in partnership with other agencies. For example, on behalf of parents she regularly takes children to the local health clinic for weighing and general health checks. The local school knows her well as she collects children from school. Parents are very pleased with the service they receive. Parents report that the childminder complies with their wishes and consults with them regularly. They feel that the childminder is a natural child carer and shows real concern for their children's well being. This means that children's individual needs are met and they receive consistent care.

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

Children enjoy their time with the childminder. They use a variety of toys and equipment which are of good quality and well maintained. Children expect the childminder to take part in their play be it using role play equipment to make pretend meals or reading stories. The childminder regularly challenges children's understanding with appropriate questions. For example, 'how many plates have you got' or 'what will teddy do next'. In some instances, such as hand washing, the childminder tells the children what they need to do. This is because they are all quite young and have not yet reached the appropriate level of understanding. However, this still allows them to develop skills for the future because they are using regular routines. Children use lots of toys which cover all the areas of learning. They have plenty of age appropriate push button toys which promote their knowledge and understanding of the world. For example, toy telephones and play cameras. They happily operate toys tills and handle play money. They understand shapes sorters and can easily place the shapes. Activity centres help the children develop their fine motor skills. They vie for position on the childminder's lap when she reads them stories. Although some of the children have not yet mastered speech they make conversational noises as they point to pictures. The childminder repeats what she thinks they are saying to her. Children enjoy constructing roadways and railways for cars and trains. Children are actively involved in play and are interested in the activities provided. This shows that they feel safe and secure with the childminder and her setting. The childminder keeps good written observation records on the children. Each child has their own file.

Photographs of children playing are included within the record along with some examples of their work. The observations are short but concise. The childminder notes the areas of learning being covered. However, not all children's next steps are identified which subsequently means that the planning is not reliably informed. Overall, children are making good progress towards the early learning goals.

Parents provide their own food for their children. The childminder provides additional snacks and drinks. She works closely with parents to ensure that all food provided is healthy and nutritious. Children discuss the contents of their lunch boxes with the childminder and she is proficient in promoting their understanding of eating good food. Children's individual dietary needs are catered for and the childminder is given clear instructions by parents concerning appropriate medication needing to be administered at meal times. The childminder regularly takes children to local indoor play centres and the local park to get fresh air. This provides opportunities for children to develop their physical skills by using large equipment and allows them to take risks safely. Children learn about sharing and taking turns. They receive gentle reminders from the childminder about being nice to each other and not snatching toys. This allows them to develop patience and consideration towards others. The childminder's written behaviour management policy is fully discussed with parents in order that they understand which behaviour management strategies the childminder is using.

## 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	2

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

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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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