

Inspection report for early years provision

Unique reference number	125567
Inspection date	05/05/2010
Inspector	Liz Margaret Caluori

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 1992. She lives with two of her sons, aged 18 and 15 years, in Tenterden. All areas of her bungalow are used for childminding except for the main bedroom. There is also a fully enclosed garden for outside play and an allotment used by the children to grow fruit and vegetables.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of whom three may be in the early years age group. She is currently caring for eight children under eight years, of whom six are in the early years age group. She also provides care for two children who are over eight.

Schools, pre-schools, toddler groups and parks are within walking distance. The family has a pet cat. The childminder is an accredited member of a local childminding network and is also a member of the National Childminding Association. She holds a level three National Vocational Qualification (NVQ) in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have great fun as they play and learn in the childminder's safe, child-centred and very comfortable home. Highly effective planning and sensitive observations support the childminder to ensure that all children are progressing well. A strong commitment to self-evaluation and continual improvement results in very good working practices specifically aimed at meeting the needs of the children and their families. Positive partnerships with parents and carers and the relationships developing with other professionals support the childminder to provide consistent, co-ordinated care.

What steps need to be taken to improve provision further?

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

- review the organisation of written records to make them more accessible and to remove out of date information

The effectiveness of leadership and management of the early years provision

The childminder has good arrangements in place to ensure that children are protected. She has attended training to support her to recognise the potential signs and symptoms of child abuse and has all of the contact details required to enable her to report her concerns if necessary. Competent risk assessments are

undertaken to enable the childminder to put in place a range of precautions to ensure children's safety whilst promoting their independence.

Effective self-evaluation supports the childminder to identify the strengths and weaknesses of her service. She is committed to extending her knowledge and understanding of childcare practice by regularly attending training courses. She skilfully uses her acquired knowledge to extend and improve her practices, ensuring that any adaptations are aimed at addressing children's individual needs. Children play and learn in a well maintained, child-centred environment and have access to a very good range of toys and resources. The childminder makes very effective use of local facilities and also regularly meets with other childminding colleagues for a range of activities.

The childminder maintains extremely positive relationships with parents and carers. She makes a good range of written information available including the procedure to be followed should they wish to make a complaint. However, current policies, procedures and certificates are stored amid a range of out of date documents which, at times, makes them difficult to locate quickly. Parents and carers are also given exceptionally good information about the progress their child is making in all areas of their learning and development. They receive a friendly greeting as the childminder makes time to chat as they drop off and collect their child. They also enjoy more sociable activities such as coffee mornings. The childminder has also established good working relationships with the other professionals involved in delivering the Early Years Foundation Stage to the children.

Children benefit from the childminder's thorough knowledge of their individual welfare and developmental needs. They all have access to the full range of activities and these are competently implemented to be appropriate for their ages and stages of development. The childminder provides resources and activities which are specifically aimed at supporting the children to learn about, and respect, diversity. These include looking at different foods and customs from around the world.

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

Children thoroughly enjoy their time with the childminder and are making excellent progress in all areas of development. This is a result of the skilful planning to meet their very individual needs and to respect their interest and preferences. They are extremely settled, content and eager to take part in activities. They play happily with their friends and confidently approach the childminder to share stories or just for some support or cuddles. They have good self-esteem as a result of the praise and positive reinforcement they receive. In addition, they are developing effective social skills as a result of mixing with the other children as the childminder regularly meets with other childminding colleagues. Children also have very regular opportunities to express themselves creatively both in the childminder's home and at groups. They enjoy arts and crafts such as painting and drawing and also engage in role play games and music and movement activities.

Children chat happily as they play, engaging the childminder in enchanting discussions and demonstrating very good communication skills. They enjoy being read to by the childminder and frequently settle with a book to retell stories to their friends. They use wonderful intonation and story telling language, for example, finishing with a resolute 'and they all lived happily ever after'. Support is given to developing children's writing and pre-writing skills as they develop their fine motor skills and pencil control. Children also take part in a broad range of activities which promote their problem solving, reasoning and numeracy development. In addition to freely chosen activities such as playing with construction materials and completing puzzles, children also take part in more directed games such as counting, sorting and matching. There is also a new computer which the children will be able to use when the childminder herself becomes more confident in its operation.

Outstanding opportunities exist for children to develop their knowledge and understanding of the world. The childminder has an allotment which the children visit very regularly to plant and tend fruit and vegetables. They also grow flowers at the childminder's home. They speak with great enthusiasm and an excellent level of knowledge about the things that have grown including red cabbages, tomatoes and strawberries. This helps them to learn about the benefits of healthy eating. The childminder also makes very good use of the local environment to engage children's interests in nature walks. She extends their learning through a range of practical experiences such as incubating eggs and observing the development of frogspawn.

Very good support is given to encourage the children to follow healthy lifestyles and to promote their physical development. They enjoy regular outings to local parks and places of interest. They also play in the garden using equipment such as balls, climbing frames and ride on toys. Children are developing very good personal hygiene practices. They routinely wash their hands after using the toilet and before eating. The childminder holds a valid first aid certificate to enable her to treat children in case of a minor accident. Appropriate procedures are also in place to deal with sick children and to administer medication.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
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

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