

Inspection report for early years provision

Unique reference number	125647
Inspection date	13/07/2010
Inspector	Stephanie Graves

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 1988. She is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She lives and works with her husband, also a registered childminder, in Sevenoaks, Kent. Her home is close to public transport, schools, shops, parks and other amenities. All areas of the property are used for childminding and children have access to a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding a total of six children with her husband in this age group, all on a part-time basis. When working with her husband she may care for a maximum of nine children under eight. She also offers care to children aged over five years to 11 years.

The childminder is a qualified nursery and infant teacher. She takes the children to the local toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes the welfare and learning needs of each child she cares for effectively. Children's safety is well considered as they play and explore within safe boundaries. The working partnerships with other professionals and parents help to ensure that the unique needs of every child are addressed. The childminder's capacity for maintaining ongoing improvement is good. She is clear about what she does well within her practice and has identified priorities for future development to promote effective outcomes for the children.

What steps need to be taken to improve provision further?

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

- ensure the record of the risk assessment covers everything that a child may come into contact with
- continue to link observations of children's achievements to the expectations of the early learning goals in order to plan the next steps in learning.

The effectiveness of leadership and management of the early years provision

The childminder has a current knowledge and understanding of safeguarding children procedures and child protection issues. She keeps a range of guidance to refer to and knows what to do and who to contact should she have any concerns about a child in her care. The procedures in place help to ensure that children's

welfare is well promoted. The childminder's home and any outings are thoroughly risk assessed on a weekly basis and clear measures are in place to ensure that children are well supervised and cared for. This is not fully reflected in the written record of the risk assessment as this does not currently cover everything that a child may come into contact with. The good practical measures adopted help to ensure that children's safety is prioritised.

The childminder has a strong commitment towards continuous improvement and has met the recommendations set at her last inspection. She maintains the required records generally well and provides a good range of information to parents about the service provided. She has attended several training updates since her last inspection, which helps to ensure that her practice is up-to-date and addresses the individual needs of the children.

The childminding environment is warm and welcoming and very child orientated. Children have access to a full range of toys, resources and experiences that enable them to progress well. They learn through the input of older children in a very homely setting which helps them to develop in their play and learning.

Equality and diversity is embedded well into every day practice. For example, the childminder is very mindful of children's individual learning and development needs and ensures measures are in place to meet these. An inclusive equal opportunities policy is in place and all children are welcomed into the setting and have access to all experiences within the childminding environment.

The childminder self-evaluates her practice well. She uses the Ofsted document, photographs, contributions from parents and her husband to continually improve her practice. The views of children are also included, for example, as they choose their preferred activities and outings. Future aims include purchasing new resources and planning exciting days out for the summer school holidays. This helps to improve the experiences for all children.

Children benefit from clear partnership working to support their needs. For example, the childminder is available to attend medical appointments and extra curricular activities, such as, ballet. She attends children's school and sports day and various other events in the absence of parents. She liaises with staff from other settings, which helps to keep parents informed and provide children with continuity of care and learning.

The childminder engages well with parents. Written questionnaires are very complimentary about the service provided. Parents feel the childminder and her husband promote their children's safety, treat them as extended family in a homely environment and enhance their children's learning needs well. They greatly value the daily contact books used to share information about their children's progress. A good two-way flow of information helps to provide each child with consistent care between their home and childminding environments.

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

The childminder supports children's learning effectively through interacting with them as they play and providing new experiences to help promote their interest and current abilities. She is loving and warm in approach and dedicated towards meeting each child's needs. She asks effective questions to help children to think and respond as they play. She ensures these are suited to the understanding of the different ages and stages of development of the children. For example, she asks older children to try and remember their dates of birth but asks much younger children questions, such as, what sound a duck makes as they play. This helps all children to develop their problem-solving skills and language and communication abilities.

Children access a good range of toys, resources and experiences that are easily identifiable and cover all areas of learning. These include outdoor play opportunities and visits to many places of interest to develop their physical skills and knowledge of nature and the world around them. The childminder also provides resources and experiences to develop their understanding of diversity in society. Younger children, for example, gravitate towards small world play, while slightly older children enjoy sand play and making new creations in art and craft activities. This develops their imaginations and helps them express their ideas imaginatively. Overall the learning experiences provided help to prepare them for their future learning and development effectively.

Children learn about safety issues during every day experiences. For instance, they learn about the emergency evacuation procedure and are encouraged to play carefully together to avoid accidental injury. The young children attending are not afraid to seek support from either the childminder or her husband, which means they demonstrate a clear sense of belonging and security in their care.

The good health of the children is well promoted. They benefit from clear agreements with parents about the food they eat and healthy options are fully promoted. They engage in discussions about food that is good for them and all eat together, which helps to promote their awareness. Children who have contagious illnesses remain at home to help combat the spread of infection. They know when and why they need to wash their hands. Posters are used to help them remember effective hand washing procedures and also to help them identify the logo on their individual towels for drying their hands. This helps to promote young children's awareness and independence very effectively.

Children are very well behaved and respond well to the childminder, her husband and older children attending. They learn to abide by house rules and the childminder is not afraid to remind them of the expected behaviours. Behaviour management techniques take into account the children's different ages and stages of development and positive methods are used to help them learn right from wrong. All children are lovingly praised for their achievements, which helps them develop a clear sense of pride and self-esteem.

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	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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