

Inspection report for early years provision

Unique reference number	126187
Inspection date	15/07/2010
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 has been registered since 1997. She lives in Pembury with her three children aged 16, 14 and 11 years. Childminding generally takes places on the ground floor and there is a fully enclosed garden for outdoor play.

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, of whom three may be in the early years age group. She is currently minding six children under eight years, of whom four are in the early years age group. There are also three children attending before and after school who are over eight years. All children attend on a part time basis.

The childminder is able to care for children with special educational needs and/or disabilities as well as those for whom English is an additional language. She speaks fluent German as well as English.

The childminder is a member of the National Childminding Association and a local childminding group.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children have a thoroughly enjoyable time playing and learning in the childminder's safe, well maintained and very child centred home. They are making excellent progress in all areas of their development as a result of the high level of care and attention given to identifying their individual personalities and needs. A strong focus on promoting equality and diversity within the setting ensures that children are happy, confident and are developing wonderful social skills. Skilful self-evaluation and effective partnership working with parents, carers and other professionals supports the childminder to ensure consistency and to identify and prioritise areas for improvement.

What steps need to be taken to improve provision further?

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

- making the information and communication technology (ICT) resources more accessible to children in the early years age group.

The effectiveness of leadership and management of the early years provision

The childminder has extremely robust systems in place to ensure that children are safe. However, she also recognises how important it is for them to develop their

independence and to act in ways which keep themselves and others safe. Her premises have been organised to allow all children to explore the ground floor freely and the level of supervision offered is appropriate to their individual needs. The childminder undertakes very competent risk assessments of her home and all outings to support her to identify any potential hazards. In addition, she has a thorough understanding of her responsibilities relating to child protection. She is confident in her ability to detect the potential signs and symptoms of abuse and has all the contact details required to make a referral if necessary. The childminder ensures that everyone over the age of 16 years living in her home has a Criminal Records Bureau check and never leaves children unsupervised in the presence of adults who have not been fully checked.

The childminder organises her environment and practices with extreme care and consideration to reflect the interests and personalities of the children attending. She has an outstanding commitment to reflection and self-evaluation, seeking the views of parents, carers and the children, in order to identify any areas for development. Recent improvements have included the updating of written policies and procedures. Parents and carers are now offered an extremely impressive selection of documents which clearly outline all areas of the childminder's practice and reflect current legislation. High priority is placed on working in partnership with parents, carers and other professionals in order to provide coordinated and consistent care for children. Information about their progress is shared openly and effectively allowing all parties to contribute to the setting of future goals.

Children have easy access to an impressive selection of toys and resources. These are very invitingly presented encouraging them to select for themselves. Children are also taken to local groups and places of interest to offer them a greater range of experiences. Each child is valued as an individual and, as a result, they are all developing wonderful levels of self-esteem. This helps them to mix confidently with their peers and gives them a strong base from which to learn to understand and respect others. They are supported to learn about diversity by mixing in the community and also through a range of discussions and activities. They have access to a good range of resources which promote positive, non-stereotypical images of people from throughout the community and wider world. The childminder fully understands how to create an inclusive atmosphere. She is particularly well prepared to plan care for children with special educational needs and/or disabilities. She has very detailed policies which outline how activities will be adapted to include all children whilst being conscious not to change the activity beyond recognition. Clear and effective strategies are also in place to work with children and families for whom English is an additional language.

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

Children thrive in the childminder's home and are making extraordinarily good progress in all areas of their development. The childminder currently works part time and therefore, tends to have each child for only limited periods throughout the week. She puts an extraordinary amount of effort into organising her time to offer an excellent mix of outings, free play and slightly more directed activities. As

a result she provides a range of experiences which are very carefully planned to appeal to the children and to offer a good level of challenge whilst seeming effortless. Children are becoming very independent in their learning as a result of the exceptional support they receive to make choices and decisions. For example, they are consulted at all times about the activities they wish to take part in, whether they are ready for a snack or drinks and what they would like to eat. They respond very positively to the childminder's good humour and genuine interest in the things that they say and do. They are developing very good communication skills as the childminder engages them in conversations which they find amusing and which extend their vocabulary as well as their general knowledge. Children also enjoy listening to stories read by the childminder, selecting books to look at independently and visiting the local library.

The childminder understands that children learn best through practical experiences and by having opportunities to work things out for themselves. Therefore, she provides them with lots of resources to promote their problem solving and reasoning skills such as construction and puzzles. She also recognises the value to children of conquering every day tasks such as putting shoes on the correct feet and offers praise and support which promotes their self-esteem. Children are particularly well supported to express themselves creatively. They have access to an extensive selection of art and craft materials in the childminder's home and also take part in activities at local groups. They are also provided with a well resourced and charmingly presented role play area in which they play wonderful and imaginative games. The childminder also provides children with a good selection of ICT equipment suitable for all ages and stages of development. However, this is located in the dining area and the younger children tend to choose to spend most of their time in the play room; as a result, they do not access these resources as readily as the older children.

Excellent consideration is given to ensuring that children understand the importance of adopting healthy lifestyles. They enjoy very regular opportunities to take part in physical exercise and enjoy healthy snacks and meals. They are taught which foods are nutritious and which should be considered as occasional treats. Their learning is reinforced by trips to a local farm to pick fruit. The childminder maintains a current first aid certificate and has appropriate arrangements in place to administer medication and to treat children in case of an accident.

Overall, the childminder offers an outstanding service very carefully organised to ensure that each child's potential is fully developed. They are well prepared for the transition into school and the challenges that they may face in later life.

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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