

Inspection report for early years provision

Unique reference number	126233
Inspection date	12/05/2010
Inspector	Cilla Rachel Mullane

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

This childminder has been registered since 1997. She lives with her husband and two children in a residential area of Herne Bay, Kent. The whole of the ground floor of the house is used for childminding, and the toilet is downstairs. There is a fully enclosed garden for outside play.

The childminder is registered to provide care for six children under eight years, of whom not more than three may be in the early years age range. She is currently caring for four children in the early years age range on a part-time basis. She is also registered on the compulsory and voluntary parts of the Childcare Register to look after older children, and is looking after four children in this age range.

The family has pet rats and chickens.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's good knowledge of individual children's abilities and interests enables her to plan purposeful activities which meet their needs. Children's personal, social and emotional development are well promoted; they are becoming confident and sociable, act independently, initiate their own play and take pride in their achievements. Partnership with parents is strong; the childminder uses a variety of methods to share relevant information, keeping them included in their children's care. Children are safe and effectively protected from harm in a welcoming, child-friendly environment. The childminder is able to maintain continuous improvement to the childminding provision by attending training and reflecting realistically on her practice, making sensible changes and improvements. Plans for the future are well targeted, including increasing the choice of resources for all children and improving consistency of care with other settings.

What steps need to be taken to improve provision further?

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

- develop the two-way flow of information, knowledge and expertise between the childminder and other settings attended by children, such as nurseries, to help support and extend their learning and development
- improve systems to help the youngest children make informed choices from toys and resources which are available, but which may not be in their sight or reach.

The effectiveness of leadership and management of the early years provision

The childminder organises the childminding provision very effectively. Children are well safeguarded because the childminder keeps her child protection training current, and has a wealth of information to hand to guide her should she have concerns about the welfare of the children in her care. Good use is made of risk assessment, ensuring that children are kept very safe at all times.

The childminder evaluates her practice thoughtfully and successfully; areas for improvement are well targeted and have a positive impact on service to parents and outcomes for children. For example, newsletters have been introduced to keep parents informed about future plans and a grant has been sought to purchase new equipment.

Children play safely in a warm and welcoming playroom, where a good variety of resources are available for self-selection. More toys and equipment are available in the garage and the childminder plans to compile a photograph album from which the younger children, who are less able to communicate their wishes, can choose their favourites. The childminder ensures that all children are included equally. For example, she has applied for a grant and has given careful thought to buying resources which children of all ages and abilities will enjoy.

A good amount of useful and relevant information is shared with parents on a regular basis, ensuring they are fully involved in the care and learning of their children. For example, the latest newsletter tells them about current activities (insects and growing flowers) and reminds them to provide sun cream. Parents' comments show that they gain pleasure and information from daily diary records and photographic developmental records. They appreciate the range of activities both indoors and outside the home attending social groups and outings. When the childminder collects children from other settings, such as nurseries, she ensures that any messages are conveyed to parents. She is developing systems to further ensure consistency of care.

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

Children in the Early Years Foundation Stage make good progress in all areas of learning. This is because the childminder has a good knowledge of child development and individual children's abilities. She is therefore able to plan activities which help each child progress. Each child's folder, with photographs and observations appropriately linked to the early learning goals, shows a record of progress and provides an attractive and informative record for parents. Children enjoy their play because the childminder gets out toys which are tailored to the interests of each child, such as aeroplanes.

Children initiate games with the childminder, who joins in to support and extend their play. Toddlers enjoy putting firemen onto the lift on the fire engine and

tipping them off into the dressing up fireman's hat. The childminder extends this, and soon children are counting the firemen on their own. They love dressing up and the childminder joins in their play, pretending to be a dragon as children dress up as knights. Their knowledge and understanding of the world is extended as they go out regularly, socialising with a variety of adults and children and visiting places of interest such as the beach and wildlife parks.

The childminder feels it is very important to praise children and they glow with pleasure when their achievements are recognised. This builds their self-esteem, and gives them confidence to attempt new challenges. Good manners are valued by the childminder; when children say 'Thank you' she always responds with 'You're welcome', modelling politeness and respect. Their work is displayed on the wall and they proudly pose and say 'cheese' as the childminder takes their photo when they dress up, for example, as a knight. Children show that they feel very safe with the childminder. They run into her arms, laughing loudly when she blows on their tummies. They make eye contact as they chat, and giggle continuously as they wriggle like a worm underneath the childminder's legs.

Parents provide children's main meals so the childminder knows that she is providing the correct food. However, she provides snacks such as fruit and vegetables. Toddlers look forward to eating strawberries that they have shopped for that morning, asking for them as soon as they have finished their sandwiches. Children regularly play in the fresh air, and think about the effect of exercise on their bodies, such as when the childminder points out that they are using their muscles when pulling Velcro strips on the dressing up clothes.

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

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