

## Inspection report for early years provision

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<b>Unique reference number</b>	126476
<b>Inspection date</b>	15/06/2010
<b>Inspector</b>	Clare Stone

<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 has been registered since 1994. She lives with her husband and their three children in a terraced house in Faversham, Kent. The property is situated within easy reach of shops, schools, pre-schools and parks. The whole of the ground floor and lower ground level are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to provide care for six children under eight years, of these, not more than three may be under five years, and of these, not more than one may be under one year. She is currently caring for nine children aged under eight years. All who attend on a part time basis. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The family have no pets and 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 provides a warm and welcoming environment for all children who attend. She knows their likes and dislikes and plans fun and stimulating activities. There is a good rapport with parents, the local school and other agencies, which ensure continuity of care with children's individual needs being met. Children are safe and secure and the childminder attends extra training in this area to be vigilant and protect children at all times. The childminder has completed a self-evaluation form and uses this to reflect on her daily practice.

## **What steps need to be taken to improve provision further?**

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

- increase resources that promote diversity in the community
- continue to use the self-evaluation form to identify and expand strengths and address weakness

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

All the required documentation for the safe and effective management for the childminder's service is in place. The childminder can clearly identify the four possible signs of abuse and the correct procedures to follow if she had any concerns about a child in her care. There are policies and procedures to reflect her current practice. Children are able to play and explore their environment as the childminder has detailed risk assessment that list all items a child may come into contact with. All records and information regarding children is up to date and well maintained. In addition, she ensures adult household members have been properly

checked and vetted. A register is kept of children's attendance to ensure the childminder can protect children in the event of a fire.

The good organisation of the childminder's home provides children with a space to move about and explore and investigate their surroundings in a safe and secure manner. Children can self-select toys and resources are fit for purpose. The available equipment and resources are used well to achieve the planned goals in children's learning and development.

The childminder is keen to attend training and works hard to improve the quality of care she provides. She holds an Early Years qualification and strives to keep up to date with new and relevant information. There is a self-evaluation form in place which lists her strengths and weaknesses. However, this does not include any plans for the future.

The childminder actively promotes equality and diversity. She talks to children openly about discrimination regarding toys being specifically for a certain gender, remembering to be positive and age appropriate. The childminder knows all her children well and minds some children with dual nationality. The childminder makes time to speak to all parents to see how she can support or enhance their children's learning in all areas of the curriculum. The childminder has some resources that promote diversity and the community. However, she is aware there are gaps in this area and plans to extend these resources as soon as possible.

The good partnership with parents is evident through letters of thanks, cards and questionnaires the childminder keeps. Parents say they are happy with the childminder, using words such as fantastic and great. Parents are regularly shown the children's folders with their achievements and observations. This helps keep parents up to date with how their children are progressing and what they are doing throughout the day.

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

Children are making good progress towards the early learning goals. They are also making good overall progress in taking responsibility for tasks they undertake and building on skills for the future. The childminder provides good quality activities and the planning reflects this. There are detailed observations which are linked to children's next steps and how to move them forward at a pace that suits them. Children are happy and settled at the childminder's home. They look to her for support and she talks to them in a kind and reassuring manner. Toys are at a level children can choose what they would like to play with and there is a good mix of child and adult initiated play.

The childminder helps children to keep themselves safe. Children are encouraged to tidy up toys they have finished playing with to ensure no one trips over and hurts themselves. Children behave very well and gentle reminders to say please and thank you encourage manners in a positive and encouraging way. On visits the childminder talks to the children about road safety and when they need to hold

hands. This contributes in teaching children to take simple responsibility for themselves. Good interaction and well organised routines help younger children become secure and confident with the childminder home.

Children show a good awareness about what constitutes a healthy lifestyle. They really enjoy playing outside and the childminder is aware of how important physical play helps keep children healthy and fit. Children are given healthy snacks with the occasional fun treat. The childminder is happy for parents to provide packed lunch or make home made meals. She works in partnership with parents to ensure children's individual dietary needs are met. When children are unwell they do not attend the childminder's. This helps prevent the risk of cross infection.

All children have a strong sense of belonging and security at the childminder's home. They are confident and show high levels of self-esteem. Children are learning to build good relationships with their peers and other adults while in a safe and secure environment. The childminder gives the children lots of praise and encouragement, which results in children feeling confident to try out new activities and ask for support if unsure. Children are becoming skilled at sharing and learning to take their turns. These are skills for the future, by teaching children how to resolve situations by themselves through negotiation. Children are beginning to develop the fundamental skills with curiosity and interest, enabling them to have fun whilst learning.

## 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

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