

## Inspection report for early years provision

---

<b>Unique reference number</b>	160776
<b>Inspection date</b>	09/07/2010
<b>Inspector</b>	Linda Patricia Coccia
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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.

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**

The childminder has been registered since 2001. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide care for four children under eight years; of these, not more than three may be in the early years age range, and of these, not more than one may be under one year at any one time. There are currently six children on roll of whom three fall within the early years age range.

The childminder lives with her family in a house in Twydall, Gillingham, Kent. There is a large step to access the premises. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outdoor play. There are schools, pre-schools, shops and a park within walking distance. The childminder walks/drives to local schools and pre-schools to take and collect children. She 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 is effective in assessing children's needs and abilities and providing relevant activities for individual children. She knows her children well and fully supports them and their families. She has begun to evaluate her setting but needs to develop this further. She has addressed recommendations made at her last inspection which shows she is able to maintain the continuous improvement of her setting.

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

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

- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision and outcomes for all children (PG 1.26 p.9)

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

The childminder manages her provision well. Her paperwork is organised and readily available for inspection. Children's confidential paperwork is locked away. Her portfolio of policies and procedures are shared with parents. The childminder regularly researches current childcare issues in order to regularly review her policies. They are amended when necessary. The childminder has an excellent understanding of safeguarding children issues and ensures her Criminal Record Bureau check is current. She has up-to-date information regarding the Local Safeguarding Children Board procedures and has all supporting documentation, such as, incident record books and body maps. Procedures at children's home time

ensures they are collected by suitable adults. She works in conjunction with another registered childminder, whom the children know well, to provide emergency cover when required. Parents also know the emergency childminder. The childminder displays her complaints procedure including Ofsted's contact number. She also displays her registration certificate and first aid certificate. She regularly risk assesses the toys equipment and premises to ensure children are safe. Children's well being is very well protected.

The childminder holds a City and Guilds National Vocation Qualification to level three. She attends as many training courses and workshops as she can and uses the internet to increase her knowledge of childcare. The workshops enable her to provide exciting and interesting activities for children. She discusses her service with other childminder colleagues and has consulted with parents. However, she has not gone as far as identifying her strengths and any priorities for development that will improve the quality of the provision and outcomes for individual children. Children are supervised at all times and they and the childminder flow between the different areas of the premises. For example, children choose where they have lunch, decide the best place to use different toys or use craft materials. The childminder happily follows their lead. The premises is very well maintained as are the toys and equipment. The childminder has a good understanding of equality and diversity issues. She discusses all manner of issues with the children. For example, where different people come from, people they know who speak different languages and the range of different religions. She also has a good understanding of providing care for children with special needs or learning difficulties. Each child's individual circumstances and their differing abilities are respected by the childminder and she promotes this with all of the children. This is made quite clear in the childminder's written equality and diversity policy.

The childminder has good procedures in place to ensure she works closely with other providers and agencies to ensure children's needs are being consistently met. She swaps information with the local nursery which some of the children attend. She uses this information to support children's learning at her setting. The childminder has outstanding relationships with her current parents. They report that the childminder provides a wonderful home environment which is safe and stimulating. They also report that their children are very happy with the childminder and they produce a lovely range of items to take home to their parents. One parent in particular states that the childminder provides a very high standard of hands on learning for her child. The childminder discusses each child's individual childcare issues with it's parent therefore ensuring that children receive consistent care.

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

Children enjoy the good quality provision provided by the childminder. They arrive happy and are eager to play. They choose their own activities and supported by the childminder happily explore all aspects of them. The activities on offer are designed for individual children but all children can participate if they want to which means that children have choices. Activities cover all the areas of learning.

Children talk about the different flags of the world and can identify those flags belonging to people they know. They talk about their holidays in different countries and the different foods people eat. They discuss the sky and how daylight covers the stars so that you can't see them. They discuss the sizes of the stars. For example, children compare the stars in the sky to the sticky stars they receive as rewards. On a warm day children know why they have to wear sun cream and why they need to drink lots of water. Through these conversations children learn about care of their bodies. They recall past events, such as, bonfire night and discuss the pictures they created following a firework display. The children can dress themselves in dressing up clothes and are proficient in self care. For example, they wash their hands after using the toilet and can explain why they need to. They explore the uses of magnets. For example, one child used a magnet to retrieve a metal ball from under the fridge. Children's use of language is excellent and they use lots of descriptive language. The childminder introduces new words to their vocabulary all the time. Children can voice their own opinions about things and don't seem to feel worried that they might differ from someone else's. This shows that they feel safe with their peers and with the childminder. From the excellent range of activities on offer children are developing future skills.

The childminder produces excellent development records for each child. They contain a wide range of examples of children's work and photographs of children using equipment. She takes time with parents to find out about children's likes and abilities. This information formulates her initial assessment. She plans activities based on children's preferences and is very adept at extending children's learning by introducing new aspects to play. Her assessment of the observations she carries out on the children are excellent and individual next steps are clearly identified and commented upon. Children's achievements are also recorded and shared with parents. Parents know they can see the record whenever they want and they do so on a regular basis. Parents have the opportunity to comment on their children's learning. Children are making excellent progress towards the Early Learning Goals.

Children have plenty of opportunity for physical activity leading to adopting a healthy lifestyle. The childminder has an excellent range of activities which help raise children's pulses which she can subsequently discuss with them. Hearts beating is a favourite topic. Activities range from practising Nubian dance steps to the use of the park and local indoor play areas. Parents can provide food for their children but the childminder has a full menu of healthy meals that she can prepare when required. Children talk about how plants grow and look at the range in the back garden.

The children make an excellent contribution to the setting. They all have their own tasks and are keen and eager to help. For example, laying the table for lunch and clearing away their toys. They take pride in helping the childminder. They receive rewards for a variety of different things, such as, stopping at the road and listening whilst on the way home from school or for commending other children for their abilities. One child stated another child was very clever. The childminder felt that warranted a star reward. The written behaviour policy and behaviour management strategies are rarely used by the childminder due to the children co-operating so well with her and each other.

## 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	1
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	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----