

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY284458
<b>Inspection date</b>	15/04/2010
<b>Inspector</b>	Cilla Rachel Mullane
<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 2009

## 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 2004. She lives with her husband and two children in Whitstable, Kent, close to the beach, schools, nurseries and public transport links. The whole of the ground floor is used for childminding, and there is a downstairs toilet. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children aged under eight years at any one time, three of whom may be in the early years age range, and two may be under one year. She is currently minding 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 children aged over five years, and currently cares for one in this age range.

The childminder is accredited and is in receipt of government funding. She has a childcare qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

All children make good progress, very much enjoy their play and learning, and are confident and settled in the relaxed and happy childminding environment. Children's behaviour is excellent; they display good manners, and are spontaneously kind and caring towards each other. All aspects of their welfare are well promoted, and their safety and sense of security are well promoted. Partnership with parents is a strength, a wealth of information is exchanged, and the childminder is looking at ways to increase their involvement in their children's learning. Professional development is very important to the childminder; she is just completing the Diploma in Homebased Childcare, and short courses such as 'Autism' and 'Observation, Assessment and Planning' have enabled her to develop her practice and improve outcomes for children. Her positive use of self-evaluation has enabled her to make improvements consistently, for example, to her provision of healthy food, and planning and assessment systems.

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

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

- enable parents greater access to their children's developmental records
- enhance children's ability to select chosen resources and initiate their own play

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

The childminder is organised and professional. Children are very well safeguarded. Risk assessments are used as an effective tool to ensure children's safety on outings, for example, to the Museum of Kent Life. The childminder uses checklists to good effect around the home, for example, to remind her daily to check that matches, cleaning products and plastic bags are inaccessible. Young children can discuss how they keep themselves safe on the roads, and the childminder further ensures their safety on outings by taking full details of children's needs with photos, and permission for the seeking of emergency medical treatment. Thus, children would be well cared for if something unexpected happened to her. The childminder places a high priority on protecting children from harm and abuse, and therefore attends child protection training every two years to keep her knowledge up to date. She is guided by a comprehensive safeguarding procedure, which also accurately informs parents of her responsibilities in this respect.

The environment is set out daily with careful thought given to the needs and interests of the individual children attending. Children are confident to express or indicate their wishes for activities, and the childminder is considering ways for very young children to be able to choose from the plentiful resources which are available, but not in view.

The childminder cares for older children as well as those in the early years age range, and these children have a positive impact on the childminding, as they include the younger children in their play, help to keep them safe, for example, keeping the safety gates closed, and are kind and helpful towards them. Children of differing ages, including older children, join in play together, the older ones helping the young ones, creating a friendly and supportive atmosphere.

Parents' views are actively sought and respected, and their extremely positive responses in questionnaires show their great satisfaction with their children's care and learning. The childminder is supportive, friendly and helpful to parents, whilst remaining professional. Home visits prior to new children starting help both parents and children to feel at ease. Parents are welcome to see their children's folders at any time, and the childminder is looking at ways to ensure that they make the most of these opportunities. Where children attend other settings, such as nurseries, the childminder gets to know their key persons in order to find out about their progress and well-being, so that she can provide continuity of care.

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

Children in the Early Years Foundation Stage all make good and consistent progress from their individual starting points. This is due to the childminder's careful and knowledgeable use of observations to plan suitable play experiences matched to children's individual needs. Children enjoy their play and learning immensely. They laugh out loud and chat as they play. Planned activities are

exciting, challenging and interesting. On a bus trip, they think about their community and surroundings, ticking a list of what they see, for example, traffic lights and a dog. Young children are fully included in making their own pizzas for lunch, using plastic knives to spread the tomato sauce. They compare the cheese to ice cream, as it melts in the oven. All children are very proud of the results. They remember exciting outings with great pleasure and enthusiasm, for example, seeing lambs at the Museum of Kent Life. They also confidently initiate their own play, cooperating well with each other and concentrating for long periods of time, for example, with the little people and house.

Children frequently show that they feel safe with the childminder, as they run to her for reassurance and a hug when they slightly bump their head, and at other times they fall onto her lap laughing. Rusty Bear is a toy which goes to children's homes and sometimes on holiday with them, and his adventures are recorded in a book: children remember with pleasure, for example, holding Rusty Bear on a boat. This helps children develop links between the setting and home, and gives a sense of security. Children are often spontaneously kind to one another, sharing and taking turns willingly. Their manners are excellent, for example, saying 'please may I have....' and 'excuse me' without reminders. They are eager to help and work together, for example, setting the table for lunch.

Children become excited about healthy eating, as they are fully involved in choosing their own food. They take their shopping bags to the shop, with laminated cards showing fruit and vegetables, and select their own, finding bar codes and using the self scanner. In the garden they plant chosen vegetables in pots, such as potatoes and carrots, and will be able to help prepare, cook and eat these. Young children fully understand the need to wash, shouting out to older children before making pizzas, 'wash your hands everybody!' They are becoming aware of the dangers of the sun, even in April, and help each other to rub on sun cream.

## 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

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	2

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
--	-----