

Inspection report for early years provision

Unique reference number	EY311873
Inspection date	09/07/2010
Inspector	Jane Wakelen

Type of setting	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.

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
W: 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 was registered in 2005. She lives with her husband and two children under eight years in Minster, Kent. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has a pet dog, two cats, fish and three guinea pigs.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder drives to local schools and pre-schools to take and collect children. She attends the local parent/toddler group and local childminding group. The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder understands each child's needs and ensures their welfare and learning are well promoted. Children make good progress towards the early learning goals because the childminder offers a good range of activities and experiences. The strong partnership with parents and outside agencies contributes towards ensuring that the needs of all children are consistently met. The childminder is motivated and committed to providing good quality care for children and updates her skills and knowledge through regular training. The childminder's capacity for maintaining ongoing improvement is good because she understands her strengths, weaknesses and areas to develop.

What steps need to be taken to improve provision further?

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

- strengthen the system of ensuring children's next steps are clearly identified from observations and are used to inform the planning to meet each individual child's interests and development needs.

The effectiveness of leadership and management of the early years provision

The childminder gives high priority to safeguarding children and has all the necessary documentation in place. She has a written safeguarding policy, which is effectively implemented and shared with parents, informing them of her role and responsibilities. She is confident in her understanding about the procedures to follow should she have any concerns about children in her care. The childminder

ensures children's safety through carrying out thorough risk assessments and reviewing these on a regular basis. She has identified hazards within her home and has put measures in place to minimise these, for example stair gates across the area of the house being developed into a cloakroom.

Equality and diversity are well promoted within the childminder's setting. The childminder understands all the children well and shows a real understanding about meeting their needs. For example, children are made to feel comfortable because the childminder ensures she always keeps them informed about what she is doing and where she will be going. Thus, preventing them from becoming anxious if he cannot see her. She offers a range of resources and borrows additional resources from the toy library to fully support children's understanding about different cultures and religions. Children enjoy dressing up in Salwar Kameez or using the chopsticks to try and eat with. Dolls dressed in traditional costumes help children learn about the world in which they live. Small world toys, books and jigsaws present positive images of children and adults with disabilities, helping children gain an understanding and accepting each others differences. Resources are easily accessible, well maintained and suitable for the age of children attending the setting. The good range of toys and activities provided by the childminder offer children a stimulating, interesting experience, developing their skills and knowledge in all areas.

Partnership with parents is fully promoted within the setting. Parents complete registration forms detailing all the necessary personal information regarding their child. They give written consent for aspects of care such as emergency medical treatment, travelling in the childminder's car and photographs. Parents receive questionnaires to give their views on the childminder's service and use the contact book to keep each other informed about any issues concerning the child, including the daily routine. Children's portfolios are shared on a regular basis with parents, detailing different observations that have been carried out under the relevant areas of learning. Parents contribute to this process when they feel it necessary and sign a comment sheet to ensure the record of development is accurate. The childminder is proactive in engaging with outside agencies and is committed to working alongside them to provide a two-way flow of information.

The childminder has identified her strengths and weaknesses and continues to drive improvement through continuous training and regular monitoring of her practice. She actively looks to obtaining resources which meet children's individual requirements, for example, one child really enjoys the sensory box using a range of unusual resources. She rotates toys to provide a stimulating environment and monitors children's reactions to new activities and resources.

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

Children are settled, comfortable and confident individuals. They move around freely in the childminder's home making choices of activities both indoors and outdoors. Children show excitement when the paddling pool is available in the garden, excitedly talking about splashing when they jump in. Children access a

good range of large play equipment in the garden, practising skills of balance and hand and eye co-ordination. The indoor provision enables children to sit and explore different mediums such as corn-flour and water, or use different shape hole punches to decorate the edge of the paper. They are able to develop their creativity, using different art and craft materials and show pride in their achievements when displayed on the wall.

Children enjoy looking at books, which are changed regularly with a trip to the library, encouraging children to make choices. They make marks with pens, paint and shaving foam and are beginning to show a good understanding through linking sounds and letters with the letter cards and pictures game. The childminder asks children open-ended questions and gives explanations about different activities, introducing new words to extend children's vocabulary. Children develop their understanding of the world through different activities, from talking about the weather, to using a range of multicultural toys and resources. They successfully build using different bricks and extend their imagination when playing with the 'fairies and the toadstool game'.

The childminder shows a good understanding of the Early Years Foundation Stage and plans activities to ensure children make progress in the different areas of learning. She carries out regular observations and links these to the aspects and stages of development under the relevant areas of learning. However, the link between identifying children's next steps to inform the planning is not always consistent to meet each child's individual needs.

Children gain a good understanding about personal hygiene, washing their hands before eating and after helping with the guinea pigs. They have access to drinks throughout the day and are given healthy snacks and meals to learn about healthy eating. Children have daily opportunities to benefit from using large play equipment and benefit from fresh air, helping support a healthy lifestyle. Children learn about keeping themselves safe through reminders about sitting on the chair properly and to sit in the shade in the sun. They show a feeling of security and demonstrate this by approaching the childminder for support and guidance, when they cannot achieve or need help with daily routines such as meal times. They learn about stranger danger when on outings and about staying close to the childminder, helping children learn to keep themselves safe.

All children are fully included within the childminder's home. She treats children with respect and as individuals which allows them to flourish and to gain good self-esteem. Children behave well and understand the rules of the home, for example sitting at the table to eat. The childminder offers plenty of praise and encouragement to promote good behaviour. Children's achievements, however small, are celebrated with claps, smiles and then shared with their peers and parents helping support children's sense of achievement and supporting their confidence.

All children are able to develop good communication skills through support from the childminder who encourages children to talk about what they are doing and question why. Children are supported in their understanding to solve problems, for example, how to make the toy potato fit in his house. Children use everyday

situations to support their mathematical understanding and are beginning to use mathematical language, for example, children talk about the tiny daisy and the large train. They talk about how tall they are going to build the house and how many colours they will use to colour the elephant. Toys and resources to promote children's understanding of technology, further support children's opportunities to develop their skills for the future.

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

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

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

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

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