

Inspection report for early years provision

Unique reference number	EY402873
Inspection date	02/06/2010
Inspector	Sarah Morfett
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).

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 was registered in 2009. She lives with her husband and two young children in Welling, Kent. All areas of the property are used for childminding and there is a fully enclosed garden for outside play. In addition, there is a conservatory in the garden which is used as a dedicated play space for the children. The home is easily accessible.

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 also offers care to children aged over five years to 11 years. The childminder is currently caring for three children part time who are in the early years age group. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks or drives to local schools to take and collect children. The childminder attends the local parent and toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder meets the unique needs of each child in her care and promotes their welfare and learning successfully. They explore and investigate an interesting and exciting range of activities which promotes their development exceptionally well. An outstanding partnerships with parents helps to ensure that the ongoing learning and development needs of the children are fully met. The childminder's capacity for maintaining ongoing improvement is excellent. She evaluates her service objectively, identifying areas for improvements that will benefit the children most.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop the use of the outdoor area to enhance children's opportunities for investigations of the natural world.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is well promoted within the childminder's excellent practice. Extremely thorough risk assessments are carried out on every aspect of the home to ensure children play within a safe and secure environment. Excellent systems are in place to promote children's safety when out of the home for instance, the childminder has taken time to make high visibility vests, with her mobile telephone number on, for use in busy parks and places of interest. Outings

are fully risk assessed before the children visit to ensure all potential hazards are minimised. The childminder's knowledge of the local safeguarding procedures is comprehensive and she is confident about the procedure to follow should she have a concern about a child in her care. This is fully communicated to the parents through her excellent safeguarding policy.

Although the childminder has not been registered for very long she strives to update her knowledge and understanding to improve her practice. For example, she has booked a significant amount of training for the year ahead with the local authority. She also has a training plan in place for the next few years which shows how she will gain the next levels in qualification. The childminder has an extremely strong commitment to maintaining continuous improvement.

The childminder arranges play areas within her home to maximise children's learning potential. Resources are easily accessible in low cupboards and baskets. For the very young children the childminder places toys and resources near to them so they are able to make their own decisions about what they pick up to play with. The childminder changes the resources regularly to maintain the children's interest. They can freely access the outside area where suitable toys and resources are available.

The childminder effectively and actively promotes equality and diversity. All children are well integrated and the childminder ensures that they can access all experiences equally. They learn about the local community and the wider world through outings and activities which are aimed towards their level of understanding. There is a wide range of toys and resources which reflects diversity and because the childminder is bilingual she is able to communicate with the children in their home language. The childminder is positive in promoting diversity and would actively challenge any negative comments.

The childminder is very well organised. All required documentation is in place and she has devised an extensive range of policies and procedures which are shared with parents and underpin her outstanding practice. The childminder takes time to evaluate her service using the Ofsted self evaluation form. She is realistic in her approach and identifies areas for improvement such as, developing the outside area to further enhance children's experiences of the natural world and give them more opportunity to explore and investigate.

The childminder is highly committed to building positive relationships with parents. She ensures their views are considered through regular questionnaires. Information about the children's wellbeing and learning is shared daily, both verbally and in writing and every three months there is full review of the progress the children are making. Parents report that they are very happy with the setting particularly the range of activities which are age and stage appropriate and state that they have noticed positive improvement in their children since starting.

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

Children are well settled and thrive in the childminder's care. They learn and develop at a very good pace because the childminder plans and provides a wide range of activities based on their skills and interests. Children engage in meaningful play with the childminder, for instance, she has made treasure baskets with a variety of natural materials in so that they can explore the textures. The childminder knows when to join in and when to sit back and let the children investigate. The childminder talks constantly to the very young children as they play, repeating words such as 'shiny' as they feel and scrunch the shiny materials. Therefore, they are given excellent opportunities to develop early communication skills.

The childminder has a very well developed and thorough observational assessment system in place. She works with parents to record full details of what the children can do when they start, then uses this information as a secure base to move them forward. She keeps a daily record of their wellbeing and achievements, using a sticker system to link these to the expectations of the early learning goals. She takes time through the month to carry out regular observations under each area of learning. She uses this information to identify next step's in children's learning which she then incorporates into individual plans for each child's development. This means that children make rapid progress in the childminder's care.

Children feel valued and have a strong sense of belonging in the childminder's care. They have a warm relationship with her and her family clapping with delight as the childminder's own children join in with their games. The childminder ensures that all experiences are meaningful and challenging to the young children for example, she counts how many mouthfuls of food they have eaten ensuring even every day activities are a learning opportunity. She is fully aware of the stage of development each child is at and is skilful at bringing this out through all the activities. Such as the baby who is beginning to show an interest in walking, the childminder takes every opportunity to encourage them onto their feet and supports them as they walk across the room, offering lots of praise and encouragement.

Children have excellent opportunities to engage in a wide range of physical activities, both indoors and out. They enjoy trips out to the local play groups each week where they use equipment which challenges them physically and at home they enjoy moving to music and play in the well equipped garden. The childminder promotes a strong sense of healthy eating with all the children. She includes the very young children in her families 'five a day' routine. They all have a chart where they can stick pictures of what fruit and vegetables they have eaten so even babies begin to recognise what foods are healthy.

The childminder takes exceptional steps both in and out of the home to promote children safety. The home is protected by CCTV and a thorough fire evacuation procedure is practised regularly by all the children including the very young. This means that as they get older they will know how to keep themselves safe because

of the familiar routines. Children are set clear boundaries so know what is expected of them. They learn how to behave and be polite to others because the childminder ensures she is a good role model and praises children's efforts, therefore, building confidence and self-esteem.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
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

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