

Inspection report for early years provision

Unique reference number	EY401667
Inspection date	20/05/2010
Inspector	Clare Stone
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.

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 registered in 2009. She lives with her husband and children in Maidstone, Kent. Most areas of the house are used for minding children. The toilet is located downstairs and there is a fully enclosed garden for outside play. She walks to local schools to take and collect children and also attends the local toddler groups.

The childminder is registered to care for a maximum of five children at any one time, of whom two can be in the early years age group. The childminder is currently minding one child in the early years age group, who attends on a part time basis. The childminder is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming and homely environment. There is a wide range of resources and stimulating activities for all ages of minded children. The childminder has a very good understanding of the Early Years Foundations Stage and has implemented systems for observations and assessments. There is a self evaluation form in place which clearly shows the childminder's strengths and areas for development. She understands the importance of sharing information with parents and carers with documentation to supports this.

What steps need to be taken to improve provision further?

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

- develop mathematical understanding through all children's early experiences including stories, songs, games and imaginative play
- expand resources in order to support and promote children's understanding of equal opportunities and the community they live in

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding about safeguarding children. She is able to name possible signs of abuse and the correct procedures to follow in the event of any concerns about a child in her care. The childminder is aware of her responsibilities to protect minded children and her policies and procedures reflect this. There are detailed risk assessments in place and these are reviewed daily. This reduces the risk of injury to children and shows the childminder is very

thorough in ensuring the safety of children in her home. On outings, the childminder carries safety cards that contain all the information about the children she minds and emergency contact numbers. She ensures that they are collected by a named adult. Therefore, children are well-protected and safeguarding takes priority.

All records are well maintained. They are readily available and the childminder keeps all information on the children up to date and accurate. The registration and public liability certificates are displayed, so parents are aware of how to contact Ofsted. The childminder has a detailed self-evaluation form in place. She has worked hard to show she is looking to improve the service she provides. She is aware that it is a working document and updates it regularly.

Children benefit from free flow play in the house and toys are stored at a level they can self-select. This enables children to follow their own interests, explore and investigate at their own pace. Resources are in very good order and developmentally appropriate. The childminder understands that the natural world, such as going for walks and playing in the fresh air, are a valuable attribute to children's learning. Although the childminder has a wide range of resources, few reflect diversity in the community. The childminder is aware of this and plans to expand this area in the near future.

Inclusion is embedded throughout the childminder's practice. She includes children in all aspects of care and celebrates each child as an individual. There is policy about complaints and the childminder understands the importance of addressing any issues with parents and carers. The childminder has a good knowledge of the children in her care and can identify extra support if needed.

Parents say they are very happy with the care their children receive from the childminder. They state they are given reports of how their children are progressing developmentally and care diaries inform them what they have been doing throughout the day. The childminder is aware of the need for confidentiality and always seeks parental permission before discussing the children with outside agencies.

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

Children are making good progress towards the Early learning goals in relation to their starting points. The childminder keeps detailed learning journals that contain various ways of recording evidence, such as photographs and observations. Children are happy and settle well with the childminder who gives them lots of cuddles and reassurance. There are fun activities and experiences that promote all six areas of learning. Children are regularly observed and their development recorded. The childminder plans activities to help them progress at a pace that suits them.

Children feel secure in the childminder's home and develop a sense of belonging. They are learning what is expected of them and can demonstrate a clear

understanding of how to stay safe without adult prompts. Good quality interaction and well-organised routines help babies and young children feel secure and happy in the childminder's home.

Children are learning a good awareness of healthy lifestyles. They have plenty of opportunity to play outside and go on walks to the local park. The childminder is flexible with her approach to providing food and works alongside parents to provide nutritious snacks and meals. Children always wash their hands before eating and after visiting the toilet. This teaches children at young age to take responsibility for their health and prevents them from becoming ill. Children who are unwell do not attend the childminder's, therefore preventing the risk of cross infection.

Children are confident in their surroundings. Their behaviour is good and the childminder uses positive reinforcement to encourage good behaviour. Younger children benefit from the childminder's clear knowledge of using distraction and calm intervention, to help them learn to share and take turns. Children's skills for the future are developing well. They are given opportunities to repeatedly investigate resources, such as opening and closing or pushing and pulling toys; this helps them work out that one action effects another. At times the childminder missed opportunities to expand children's concept of maths during everyday situations. The childminder knows how important it is to build children's self-esteem and confidence. She constantly reminds them how well they are doing and claps when they achieve a new task. Children therefore are making good progress in the childminder's care, developing independence and acquiring a variety of skills.

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

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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

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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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