

Inspection report for early years provision

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Inspection date	16/09/2010
Inspector	Linda Nicholls
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 was registered in 2006. Registration is for the Early Year Register and both the compulsory part and the voluntary part of the Childcare Register. Registration is for a maximum of six children under eight years of whom three may be in the early years age range. Registration does not include overnight care. There are currently nine children on roll of whom four are in the early years age range.

The childminder lives with her husband, adult daughter and 11 year old daughter in Dartford, Kent. Children have access to the through lounge for play. There is also an enclosed garden for outdoor play. The childminder walks with children to and from schools and visits the local library and play parks. She is an accredited childminder.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has a highly developed knowledge of how children learn and their individual needs so that children's welfare and learning is securely promoted. Children are safe, secure and thoroughly enjoy learning about their local community and the world around them. The partnership with parents, local schools and other agencies are highly significant in making sure the needs of all children are met. Children progress rapidly, given their age, ability and starting points. Regular self-evaluation identifies individual priorities and those for the continuous development of the service the childminder provides.

What steps need to be taken to improve provision further?

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

- giving access to safe and suitable outdoor play spaces throughout the year so that children experience seasonal change, and increase their knowledge and understanding of the world.

The effectiveness of leadership and management of the early years provision

The childminder gives the highest priority to understanding the safeguarding children procedures and is clear about her role and responsibilities. Visitors are monitored and children supervised directly at all times. The childminder ensures all appropriate checks are completed for adults living in her home. She follows a robust and consistent implementation of policies, procedure and practice to ensure

children's health, safety and well-being are met. Routine risk assessments together with an effective understanding of safety procedures ensure that the premises are safe and hygienic. The childminder makes excellent use of a variety of resources from within the home, outdoors, both public and private. The indoor space is well organised using the living room and the garden so that children are able to move between the two during the day when it is dry. Routine outings and walks to and from school are risk assessed and ensure children access fresh air, physical exercise and gain from natural outdoor experiences. Children play safely and learn to be responsible for their personal safety. Shelving and clear storage boxes, with a photographic inventory, allow all children direct access to an abundance of resources so they can extend their own play. There are plenty of books, small world and role play items, construction toys, keyboards and number pads available for children to build their knowledge and understanding of the world.

The childminder shows a strong commitment to social and educational inclusion working very effectively with parents to gain information about children's starting points. Children clearly benefit and thrive from procedures that help all children and their families settle quickly. Contact books, learning journals, a monthly newsletter and regular discussions keep parents well informed. Excellent monitoring procedures are in place identify individual progress linked to the early learning goals. The childminder works extremely well with outside agencies, to assess and support children's communication skills and language development. She works with agreed strategies, so that children with special educational needs and/or disabilities are provided with the support they need. The childminder recognises different cultures and celebrations with resources and activities that reflect the families she works with and those of the wider community. Where possible she works closely with other settings which children attend providing regular reports and information to ensure continuity in learning. Parents' letters highly commend the care she offers.

The childminder has well directed aspirations for improving the quality of her service. She reflects upon her practice and considers ideas for further professional development. All required policies and procedures are available for parents. Since the last inspection she has completed the Diploma in Home-based Childcare, become an accredited childminder and mentor for the local childminding association, attended workshops and courses about learning Schemas, and joined the organisation, Learning through Landscapes. She encourages parents to channel ideas and suggestions which she incorporates into her self evaluation. She has identified priorities for improvement of her provision, such as altering her garden so that it can be used as a stimulating resource throughout the year whatever the weather.

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

Children are happily settled and engaged in their play. They are eager to attend and develop close, caring relationships with the childminder who provides highly effective emotional and practical support. Children receive lots of praise and

encouragement so they develop exceptionally positive behaviour and rounded levels of self-control. They are able to thoughtfully explore a variety of cultures and customs as the childminder introduces plenty of resources and activities, including music, fabrics or foods cuisine and holds annual events such as birthdays and festivals such as Eid, Diwali, and Christmas. She ensures they learn about their local community, visiting and fund raising for the local Almshouses and charities help children who are sick or in need. Children are confident to share how they feel with the childminder, requesting cuddles and hugs when they need because they feel safe. The childminder provides an excellent role model so children learn to contribute and to respect themselves and each other when they attend social groups and events.

Children develop excellent communication skills because the childminder supports them as they practise and expand their language. She uses signing and picture cards for pre-verbal children and describes what they are doing, discusses events and asks questions to challenge all children and make them think. They learn to listen with care as she invites them to name people they know, identify colours or explain what they want to do next. Children learn about number and position, how things connect and to problem solve throughout their play. They challenge themselves to successfully balance as they learn to walk. Children learn how to stay safe as they practise fire evacuation every month. They talk about safety issues, such as road safety as they walk to and from school. They learn about healthy lifestyles including good hygiene procedures, taking responsibility for cleaning their teeth or keeping their hands and faces clean. Fresh drinking water is available when they need it and the childminder works closely with parents to supply healthy and nutritious light meals. Individual sleeping routines are recognised and the childminder allows them to rest when they need. Children have helped grow vegetables such as tomatoes and potatoes in sacks in the garden this year. Older children learn how recycling helps the environment. They extend their developing physical skills at children's centres or local play parks. They are proud of their achievements and show they are becoming adept at throwing a ball.

Children make significant gains in their learning because the childminder provides a highly stimulating and welcoming environment. The exceptional organisation of the educational programme reflects rich and varied experiences that meet the needs of all children. Assessment is made through high quality observations of children's play. Teaching is expertly rooted in the enthusiastic and thorough knowledge of the learning and development requirements and a full understanding of how young children learn and progress. Records clearly identify the early learning goals so that parents are informed of their children's achievements linked to the guidance. The needs and interests of individual children, such as an interest in hats, stones or shells are incorporated into planning so children are absorbed and engaged in what they do. Children are encouraged to be creative using a range of materials and media, such as pieces of straws to make stick insects, to develop their sensory skills as they feel the strips of silvered paper and to express their feelings as they tentatively overcome individual anxieties. The childminder ensures they have plenty of time to explore their own play because she is confident to allow them to follow their own interests and to take a full and active lead in their own learning. Children show a very good awareness of themselves in relation to their place in society, they know the names of other children they meet

at the child minders home and identify them on the photo display.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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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