

Inspection report for early years provision

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Inspection date	24/09/2010
Inspector	Sue Taylor
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 1992. She lives with her husband and adult child in Hawkhurst, close to shops, parks, schools and public transport links. The ground floor only, of the childminder's home, is used for childminding and there is an enclosed garden for outdoor play. There are a number of steps up to the front door. The family have two dogs and a cat.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder is currently minding one children in the Early Years Register age group. She is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register to care for children in the later years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming, safe and secure environment where children are very settled and happy. Children are supported as individuals and make good progress in their learning and development. The childminder safeguards children well. She has a good awareness of how her practices support and encourage good outcomes for children. She demonstrates a positive capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure the fire blanket can be easily accessed in the event of a fire
- improve the sharing of information with other providers delivering the Early Years Foundation Stage for a child, to ensure progression and continuity of learning and care
- encourage further involvement from parents in supporting children's next steps and contributing to the assessment process
- develop the monitoring system to clearly show how children are progressing towards the early learning goals from their starting points, across all six areas of learning.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure, homely environment, where there is good space for movement and play. The childminder's risk assessment record

shows how she keeps children safe and regular checks ensure this is maintained. For example, smoke alarms are tested regularly and cupboard safety catches in the kitchen prevent children accessing harmful items. A fire blanket is available in the event of a fire but it is not easily accessible. Although not one of the written policies shared with parents, the childminder has a confident knowledge of child protection and awareness of how she safeguards children in her care. She ensures she shares her practice and responsibilities verbally with parents. She ensures that appropriate checks are in place for household members.

A good variety of good quality resources is made available to children. The childminder uses the toys and play materials to support children's learning. Resources that the childminder knows a child enjoys, are easily available and others are stored in the hallway, where children know they can make choices from. There are some resources that reflect the wider world, helping children learn about differences, although those reflecting disabilities are limited. The childminder has a good understanding of the need to support children's individual needs whether this is in encouraging the next steps in their learning or supporting a child's home language.

From the written observations and monthly reviews it can be seen that children's learning is supported well and that children make good progress. The childminder is very aware of how well children are progressing from her own knowledge and from the observations she makes daily. However, it is not easy to see, or share with parents, how much progress they have made from their starting points across the six areas. Positive relationships and good verbal communication ensures parents are well informed about their child's day. They receive written detail about how the Early Years Foundation Stage encourages children's learning and development. However, parents are not fully contributing to the assessment process with, for example, ideas for home activities to support the next steps. The childminder recognises the need to develop her liaisons with other providers of the Early Years Foundation Stage where this is required for individual children, to ensure progression and continuity of learning and care.

The Ofsted self-evaluation form and discussion shows that the childminder is clearly aware of her strengths and identifies areas to improve. She is keen to develop her knowledge and attend further training courses such as child protection. She knows from comments made that children enjoy coming to her and that parents are very happy with the care provided.

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

The childminder helps children learn to keep themselves safe through explanations, such as asking them to take care on the chair or they may slip, or talking to them about what to do in the event of a fire. Children are familiar with the daily routines and know they can access resources and toys to make choices from. A good balance of free play choices and adult planned activities keeps the children occupied and encourages their learning across the six areas. The written

observations and monthly reviews help the childminder identify a child's next steps.

Problem solving and mathematical development is supported in a range of ways that the children enjoy. For example, by lining up the pens and pointing out which is the longest and then making attempts to count them, showing good progress for a particular child. Children's language is promoted well through sharing books and effective language from the childminder. She uses open questions to encourage children to think and speak. Children wanting to draw round shapes and trying to colour within the lines are gaining good pencil control, supporting their pre-writing skills. The good progress that children make in their learning helps prepare them for the transition to school and enables them to develop skills for the future.

Regular use of the garden and the park helps children keep healthy as they play in the fresh air and gain physical skills as they use play equipment, such as the climbing frame or slide. Good practices such as hand washing before eating and the provision of healthy snacks and drinks, help children adopt healthy lifestyles. Their individual care needs are respected and children have easy access to their comforters should they want them; usually when they are indicating to the childminder that they are tired.

Children have a warm, close relationship with the childminder and are valued as individuals. As a result they are very settled and comfortable with the childminder, confident to make choices and decisions about their play. Children behave well, respond appropriately to the childminder and show respect for the environment.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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
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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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for Safeguarding Children). 19/10/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for Safeguarding Children). 19/10/2010