

## Inspection report for early years provision

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<b>Unique reference number</b>	EY408307
<b>Inspection date</b>	05/10/2010
<b>Inspector</b>	Joanne Wade Barnett

<b>Type of setting</b>	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 2010. She is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She lives with her husband and children in Tonbridge, Kent. Her home is close to public transport, schools, shops, parks and other amenities. The whole of the ground floor and one upstairs bedroom of the family home are used for childminding and there is a fully enclosed garden for outside play.

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. She is currently minding three children within the early years age range. She also offers care to children aged over five years to 11 years. The childminder has pet chickens, guinea pigs and a dog.

The childminder attends the local toddler and childminding group and is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder has a good knowledge of early years practice and utilises every opportunity to promote children's welfare, learning and development. As a result, children make good progress in their learning and benefit from a wide range of good quality play experiences. Regard is given to the children's welfare and the childminder's vigilance means they are very well protected in all situations. The childminder is committed to improving her service and self-evaluation is developing, consequently, the scope for continuous improvement is good.

## **What steps need to be taken to improve provision further?**

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

- develop children's awareness of languages and communication through systems such as pictures and signing
- ensure an accurate record of the names of visitors to the setting, the purpose of their visit, details of arrival and departure times and signature is kept.

## **The effectiveness of leadership and management of the early years provision**

Procedures for safeguarding children are good. The childminder is suitably vetted to look after children and she takes appropriate steps to initiate the vetting process for other household members. Her knowledge of child protection issues is sound

and she speaks confidently about how to pass on concerns. She carries out regular risk assessments and makes good use of safety equipment to minimise accidents. As well as this, she teaches children to develop a good sense of personal safety, for example, by practising fire drills and road safety with them.

Documentation is well organised, readily available for inspection, stored securely to protect confidentiality and amended as soon as changes occur to keep it up to date and accurate. The registration certificate is prominently displayed to allow scrutiny as is a poster explaining how to contact Ofsted. All essential records and written policies are in place and these are shared with parents to give them an insight into the role and responsibilities of the childminder. The childminder records most visitors, although the childminder is not asking visitors to sign the book as a true record of visiting.

Equality and diversity is well promoted for children and their parents. A written policy is very clear about equal opportunities and challenges any discrimination. The toys and resources promote positive images of diversity and children learn to respect and value the differences between people in society. Each child has equal access to the learning environment, helping them make good progress. Every opportunity is utilised to keep parents informed of their child's progress and daily activities, ensuring extremely close links for children between their home and the care provided by the childminder.

Partnership with parents is good. Daily journals are used to gather information about the child and daily discussions keep parents and the childminder fully informed about the children's recent experiences. Contracts are used to set out clearly the expectations of both parties. The childminder engages well with parents, shares a good range of information, for example through newsletters, questionnaires and e-mails, and includes them in their children's experiences. Starting points are obtained when a child joins the provision and parents feel the childminder provides a stimulating and nurturing environment and are delighted with their children's progress. Links with other professionals involved in the care and education of the children are evolving.

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

Perceptive observation and assessment of the children enable the childminder to establish children's abilities and to plan exciting and challenging activities that cover all areas of learning. These help children to make excellent progress towards the early learning goals and offer them huge scope in which to have fun and enjoy themselves. For example, the children love to explore and investigate. They help feed the chickens and grow courgettes; these opportunities increase children's knowledge and understanding of the world.

Babies respond well to the childminder's continual praise and encouragement and her warm soothing tones when they are hungry and need to eat. She is calm and gentle in her approach and ensures their needs are met. Older children are made

aware of the childminder's ground rules and her policy is clear about how she will address negative behaviour. Her behaviour management methods take into account each child's age and stage of development and promote their welfare at all times.

Very good emphasis is placed on the children's well-being. They eat delicious and appetising meals to encourage the development of healthy tastes and preferences and they have regular drinks to prevent dehydration. The children enjoy playing outdoors. They like ball games and use the climbing frame; this teaches them that exercise is fun and boosts their fitness levels. Consistent routines, like hand washing before meals and after using the bathroom, teach children the importance of personal hygiene, while the sensible sickness policy prevents the spread of common illnesses and infections.

The children behave well. Sensible boundaries and sensitive guidance teach them right from wrong, while handling and looking at quality resources, such as jigsaws and books, help them to develop positive views of disability, culture, ethnicity and gender. The children learn through activities and experiences that engage all the senses. Music, dance, rhymes and songs support language development, although, there are limited resources in visual signs. Relationships are excellent, the children receive very good support from the childminder so they feel safe and secure. Collectively, these excellent early experiences help children to achieve future economic and personal success.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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