

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY346175
<b>Inspection date</b>	11/10/2010
<b>Inspector</b>	Sarah Morfett

<b>Type of setting</b>	Childminder
------------------------	-------------

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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. She lives with her husband and two children aged two years and 5 months old in Gravesend, Kent. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding five children in total, two of whom are in the early years age group, one is in the compulsory childcare register age group and two are over eight. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is registered to care for two children overnight. The childminder walks and/or drives to local schools to take and collect children. The childminder attends the local parent/toddler group.

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

Overall the quality of the provision is good.

The childminder's well-developed knowledge of each child's individual needs ensures that their welfare and learning is promoted successfully. Activities are based on the Early Years Foundation Stage (EYFS) and help children to make good progress according to their age and capabilities. Children's safety is given high priority and means that they play in a safe and secure environment. An effective partnership with parents and good links with the children's schools means that their ongoing learning and development needs are fully met. The childminder evaluates her service objectively and is positive in her approach to improvement, identifying and taking action on priorities for development.

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

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

- continue to develop the observation and assessment system to identify learning priorities and plan relevant and motivating learning experiences.

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

The childminder implements good systems and procedures to ensure children are safe and secure in her care. For example, she holds a current paediatric first aid certificate and all adults in the home are appropriately vetted. The childminder checks her home and resources regularly to ensure that all potential hazards are minimised and she has a clear written risk assessment which is signed, dated when

carried out and reviewed regularly. The childminder's knowledge of the local safeguarding procedures is good. She is confident about the procedures to follow should she have a concern about a child in her care and effectively communicates this to the parents through her well written safeguarding policy.

All of the required paperwork is in place and maintained to a good standard. For example, a daily record of the hours of attendance and accident and medication records are completed as necessary and help to safeguard the children in the childminders care. Equality and diversity are promoted very well. The childminder promotes an inclusive setting welcoming all children equally. Activities are adapted to meet children's individual needs and she teaches children to respect each other through discussion about their own and other cultures and backgrounds. Children are confident to move freely around the home and access the wide range of toys and resources which are available. Resources are effectively deployed to maximise children's learning potential.

Positive relationships with parents are established and ensure that they are fully involved in all aspects of their child's care. Information about the children's well-being is shared daily, both verbally and through a contact book, therefore establishing a good flow of communication which means children's individual needs are met well. Good links are made with other settings the children attend. For example, the childminder share's information with the parents from school and discusses any areas for children's development so she can complement what they are doing within her home. The childminder is developing her use of self-evaluation and reflective practice to identify the areas for improvement within her setting. She has a clear vision of her aims for children's development and works towards these by accessing training to further develop her own knowledge and understanding of childcare and education.

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

Children are clearly happy and very well settled in the comfortable and relaxed atmosphere of the childminder's home. They feel secure because of the warm and friendly relationships they have developed with both the childminder and her family. They are comfortable in the familiar routines, as they return from school they share information about their day with the childminder who asks relevant questions about how they have been and what they have enjoyed. This means children feel acknowledged and are given a goods sense of belonging. The childminder skilfully asks them questions which make them think. For example, she asks them 'what' 'why' and 'where' as they play. She extends their learning opportunities through explanation and conversation, for example talking about children's different cultures discussing the similarities and differences between them. Therefore, children begin to understand about the wider world.

Children enjoy many activities which promote all the areas of learning. For example, they love to play with the cars and trains as well as to sit quietly reading books to themselves. They really enjoy listening to the childminders husband play a guitar and start to tap out a rhythm along with him exploring sounds and patterns. One child particularly inspired by this takes the small guitar into the corner and starts strumming and making up their own words to a tune. Children

learn to express themselves through music very well. Children feel important as the childminder ask them to help with tasks around the home such as emptying the dishwasher and laying the table for tea. Children use problem solving skills as they work out how many knives and forks will be needed.

The childminder is in the process of developing the observation and assessment system. She uses a book to record examples of children's achievements backed up with a photograph of them taking part in the activity. These are not yet clearly linked to the areas of learning and no meaningful learning priority or next steps are indentified. This means it is not fully clear where children are going next.

However, the system, once developed, will be a good record of children's achievement and because of the childminder's effective interaction with the children their individual progress is good in relation to their capabilities.

High importance is given to adopting healthy lifestyles. For example, children are able to play outside in the garden every day. They are provided with paper towels in the bathroom which are disposed of effectively and ensure that the risk of cross infection is minimised. The childminder ensures they have a healthy balanced diet. They thoroughly enjoy a home cooked meal every evening sometimes taking part in helping to prepare this. They learn about what foods are good for them as they take part in cooking activities.

Children are set clear boundaries so know what is expected of them for example they follow the house rules such as not running inside, being kind to one another and sharing toys this also helps them to understanding right from wrong. Reward systems are used to encourage children's good behaviour. 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. Children thrive in the childminders home. Being able to relax and have fun after school helps them to move forward in their learning and development well.

## 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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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