

## Inspection report for early years provision

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<b>Unique reference number</b>	EY350192
<b>Inspection date</b>	28/10/2010
<b>Inspector</b>	Linda Coccia

<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.

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## **Description of the childminding**

The childminder was registered in 2007. She lives with her husband and two children aged three years and seven years in Sittingbourne, 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 on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children aged under eight years at any one time; of these, up to two children may be in the Early Years Foundation Stage. The childminder is currently minding five children between the ages of 13 months and 10 years of whom one is within the early years age range. The childminder may work with an assistant on occasions and may increase the number of registered children to six children under eight.

The childminder walks to local schools to take and collect children. She attends the local parent/toddler group and local childminding groups. The family has a two pet cats, one pet rabbit, three pet guinea pigs and one pet fish. The childminder 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 is effective in providing good quality care for children. She provides an outstanding range of interesting activities for children to enjoy and learn from. The children and their families receive excellent support from the childminder. However, the childminder has not formally canvassed parent's views for her self evaluation. The childminder has addressed a recommendation from her last inspection and has evaluated children's access to toys and equipment. This shows she has maintained the good continuous improvement of her setting.

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

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children

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

The childminder organises her setting well. Although the childminder considers paperwork to be one of her weaknesses, all paperwork is well maintained and readily to hand. Her written policies and procedures reflect the care she gives to the children. They are reviewed regularly. Her good safeguarding procedures include ensuring all adults in the household have current Criminal Record Bureau checks. Other procedures include carrying out regular risk assessments on the premises and involving children in regular emergency evacuation drills in order for them to have opportunities to keep themselves safe in an emergency.

The childminder drives the improvement of her setting by regularly reviewing the toys and activities she uses for each current minded child. For example, some children do not have the opportunity to have their own pets at home. Therefore the childminder, following discussions with the children and their parents, set up a petting corner in the garden and between them they adopted a number of unwanted animals for the children to look after. The children have made strong attachments to the animals and often spend quiet time with them, stroking and talking to them, often confiding in them. Children are developing strong caring relationships. The childminder has completed a good evaluation of her service. It is clear and concise and contains the most relevant aspects of her provision. The childminder has a good understanding of equality and diversity. All children are welcomed onto her premises. They are all involved in all activities regardless of age, ability or gender. The childminder copes admirably with children's acute allergies ensuring their dietary needs are met and that all the families understand those needs. Children's individual needs are catered for.

The childminder has some good links with the four local children's centres within her area. She visits them regularly with the children. She is aware of the different services available to her in her area and can easily access them on behalf of parents when and if the need arises. The childminder engages with parents in an outstanding manner. Parents report that they work fully in conjunction with the childminder and that she is a constant element in their children's lives, regardless of any home issues. She approaches any situations with a sensitive manner. They also report that she provides an excellent range of learning activities for their children and that they as parents are fully involved with their children's learning. Children receive excellent consistent care.

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

Children are happy to be with the childminder. Parents report that children animatedly talk about the childminder and the activities they undertake. The babies and young children always have something to say even if it is only in baby babble but they are fully able to make their feelings known. This shows that children feel safe in the setting. Children are able to select their own toys from the

range available. Construction toys such as bricks and road and train tracks are ably put together by the children and promote problem solving when the tracks won't join up. The childminder is on hand to offer advice. A very good range of board games, suitable for the different ages of children, promote taking turns and sharing. All the children are able to aspire to the childminder's simple house rules and they all know exactly what sanctions may be used. However, behaviour management instances are very rare as the children are all very eager to please the childminder. Books are enjoyed by all children. They contain a wide variety of fact and fiction. The range of craft mediums is extensive. The childminder likes children to be able to use different textures to extend their sensory development. Play foam is one of the mediums favoured by the children. It allows them to form their own shapes to stick onto different card and paper. Children experiment with different mediums.

Children understand about using the excellent hygiene procedures particularly before engaging in food activities which they do regularly. Children throw themselves into activities with gusto. For example, they may rescue dinosaurs who are buried in jelly. They listen to the different sounds the jelly makes as the dinosaurs are extracted. The youngest children just enjoy eating the jelly. Children bring in bulbs and seeds to plant in the garden vegetable patch. They really enjoy eating the results of their labours such as the jacket potatoes they grew themselves. They enjoy the vegetable patch so much that the childminder has had to enlarge it to accommodate all the things the children want to grow. From this activity the children develop a very good understanding of healthy eating. They engage in lots of physical activity whilst digging and planting. They understand they must nurture the young plants thereby developing the ability to care for the things around them.

The childminder carries out excellent observations on children. This enables her to systematically assess each child's stage of development and promote their next steps. The records include photographic evidence of the children playing. The childminder plans interesting activities that will help individual children to progress without singling them out for attention. All achievements are recorded of which there are many. Some parents only require a written daily diary. In these instances the childminder still maintains the observation record but also records some instances of assessment and achievement in the diaries for parents to see on a daily basis. The observation records will be passed onto parents when the children leave. The records show that children are making outstanding progress towards the Early Learning Goals and are developing a range of good skills for the future.

## 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	1
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	1

### 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	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	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