

## Inspection report for early years provision

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<b>Unique reference number</b>	EY359476
<b>Inspection date</b>	27/10/2010
<b>Inspector</b>	Stephanie Graves

<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 registered in 2007. She is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She lives with her partner and children in Tonbridge, Kent. Her home is close to public transport, schools, shops, parks and other amenities. The whole of the ground floor is used for childminding. There is a fully enclosed garden close to the premises for supervised outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time; of whom no more than two may be in the early years age range. She is currently minding a total of two children in this age group on a part-time basis. She also offers care to children aged over five to eleven years.

The childminder attends the local toddler groups and activity centres and is a member of the National Childminding Association (NCMA).

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

Overall the quality of the provision is good.

The childminder promotes children's learning and welfare effectively. The individual needs of each child are clearly met in partnership with other professionals and parents. Children play within safe boundaries and actively take part in all activities. The capacity of the childminder to maintain continuous improvement is good. She continually evaluates her practice well to promote effective outcomes for the children attending.

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

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

- further develop the use of ongoing observational assessment to inform planning for each child's continuing development
- match observations to the expectations of the early learning goals

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

Children are safeguarded well through a range of procedures that promote their welfare at all times; for example, the childminder has an updated knowledge and understanding of child protection procedures, knows the different types of abuse and what to do in the event of any concerns. Risk assessment is good and covers all areas of the home and outings. The premises are safe and the childminder supervises children closely at all times. These measures help to promote children's

welfare effectively.

Children benefit from a good range of resources and support that help them to develop and learn. The childminder's home is very child friendly and she is attentive to their needs. She attends regular training to enhance her practice and promote children's welfare and learning.

Equality and diversity issues are included in all areas of the childminder's practice. The learning needs of each child are consistently met because the childminder ensures the experiences provided are meaningful and appropriate. Children's rights are well promoted through an effective policy and any discrimination is challenged. The development of the different groups of children is promoted well and parental wishes are respected. The learning environment is equally available to all children helping them progress to the best of their ability.

The use of self-evaluation is good and parents and children are included in the process. The strengths of the provision are clearly highlighted and the childminder is realistic about future improvements. These include increasing the range of resources and outdoor activities and reviewing children's progress files regularly. This input promotes the quality of the provision for children effectively.

Children's specific needs are met effectively in partnership with schools, pre-schools and health professionals. This helps to ensure clear continuity in promoting children's specific learning and development needs.

Children benefit from an effective partnership with parents. A good range of information is shared and parents are involved in children's learning. Parents feel that the childminder is flexible, offers a homely environment and very good care and learning opportunities for their children. As a result, children are well supported between their homes and the childminding environment.

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

The childminder supports children's learning and development effectively. She asks many questions that encourage them to think and respond, as they take part in a variety of activities. Children are happy, settled and play well with the childminder and her children. They freely access a good range of toys, resources and experiences that promote all areas of learning. These include regular outings to local places of interest, which develops their awareness of the wider world.

Children actively take part in group activities; for example, they engage in art and craft experiences and happily discuss what they are doing as they experiment with the various resources and make their own creations. They explore colour, shape and number concepts; during which the childminder asks 'if they can find a hexagon shape', to promote their curiosity and problem-solving abilities. Children explore initial sounds and letters. The childminder teaches them new words, such as, 'symmetrical' and 'indigestion' as she plays with them and shares books. This

promotes their communication, language and literacy skills well.

The availability of programmable toys and real life opportunities, including helping to scan items at the supermarket, helps young children to discover how things work. The toys, resources and experiences available promote positive images of diversity and help children to develop a good awareness of the differences between people in society. Overall, the play and learning opportunities provided help children to develop the skills necessary for their future learning and development.

Good use of observational assessment shows the progress that children make over time but this does not always link to the expectations of the early learning goals or identify possible gaps in learning. However, the childminder skillfully extends children's learning at source and knows what to plan and provide to help them make effective progress in all areas of learning. Children with disabilities are well cared for in partnership with parents and a range of other professionals. The learning environment is adapted well to ensure that every child has equal access to the toys, resources and facilities provided.

Children learn about safety issues through the childminder's input; for example, they practise the emergency evacuation procedure regularly and listen as the childminder reminds them to play carefully so that they do not fall and hurt themselves. These procedures help children to develop a good awareness of personal safety. Children feel safe and secure and demonstrate this through engaging happily with the childminder and her children. As a result they develop a strong sense of belonging.

Children's good health is well promoted with plenty of daily exercise and outings to promote their physical development. Food is healthy and nutritious; the childminder has attended food safety training to ensure that food is properly prepared and served. A sample menu includes healthy options and individual dietary needs are respected. Role play opportunities and visits to the supermarket help children to learn about healthy foods and making healthy choices. Effective systems help to prevent the spread of infection. These include encouraging children to wash their hands regularly and keeping her home hygienically clean. Children with infectious illnesses remain at home, helping to avoid the spread of infection.

Children are very well behaved because they are happily engaged in a good range of activities. A list of house rules helps to define boundaries for children to explore and play within safely. They cooperate well, for instance, as they help to tidy away or wash up painting resources. This helps them to develop a sense of responsibility from a young age. The childminder offers plenty of praise and encouragement, which clearly promotes children's self-esteem.

## 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

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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