

## Inspection report for early years provision

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<b>Inspection date</b>	13/09/2010
<b>Inspector</b>	ISP Inspection
<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 2003. 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 two children in Sevenoaks, Kent. Her home is close to public transport, schools, shops, parks and other amenities. All areas of the home are used for childminding with the exception of a cellar. There is a fully enclosed garden for 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, at different times throughout the week. She also offers care to children aged over five years to 11 years. The childminder has pets: fish, chickens, ferrets and a barn owl.

The childminder attends the local toddler groups and childminding group 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 fully understands and promotes the welfare and learning needs of each child she cares for. Children can play and learn within clear safety boundaries. The partnerships developed with other professionals and parents help to ensure that the individual needs of each child are met effectively. The childminder's capacity to maintain continuous improvement is good. She sets out the strengths of the provision well and has clear plans in place to further improve the 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:

- continue to develop the use of ongoing observational assessment to inform planning for each child's continuing development

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

The childminder fully understands safeguarding issues and how to implement child protection procedures in the event of a concern. She has attended recent, relevant training and keeps a range of guidance and local contact numbers close to hand. The required records are in place and a good range of written policies and

procedures are shared with parents. These measures all help to ensure that the children's welfare remains her priority. The written record of the risk assessment underpins the daily safety checks carried out on all areas of the provision. The children are well supervised and the childminder makes sure they learn about personal safety. This helps to keep them safe in a range of situations.

The childminder has a strong commitment to continuous improvement. The recommendations from the last inspection have been effectively met and she continually evaluates her practice. This has a positive impact on the outcomes for children.

The use of space and resources clearly promote the progress children make in relation to their starting points. The childminder is well qualified, supports the children's learning well and attends a range of courses to enhance her practice. This provides the children with good quality care and learning.

The development of each child is well promoted. All children are cared for according to their specific needs and their parent's wishes are respected. The childminder promotes equality and is clear about challenging any discrimination. The learning environment and resources are available to all children.

Self-evaluation clearly highlights the strengths and weaknesses of the provision and possible areas to be developed. The Ofsted document has been used well and the views of children and parents are sought in relation to improving practice. Future aims include developing the use of observational assessment and continuing to review the self-evaluation process. This helps to monitor practice and promote meaningful improvements for the children attending.

The childminder works with other settings to share information about the children's progress and achievements. This promotes consistent support for the children from all those involved in their care and learning.

The partnership with parents is good. All information is shared, including policies, procedures and children's development records. Parents contribute to their children's developmental records. They feel their children are very settled and happy in the childminder's care and that she is very flexible. The effective relationships between parents and the childminder promote consistency of care for children between the home and childminding environments.

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

The very young children attending enjoy the childminder's involvement in their play. They respond well to her input and have eager attitudes to learning. She is very effective at developing their early communication skills, for example, by asking questions and talking to them as they play with role play resources. She names different items and children are heard to repeat her words. Books and stories are plentiful and children eagerly contribute to the storylines and answer

the childminder's questions as she reads to them. They enjoy mark making with a selection of crayons and pencils. The range of experiences in place clearly promotes their early communication, language and literacy skills.

Children can freely access a range of experiences that cover all areas of learning. They enjoy regular outings to local places of interest and the toys and resources provided include positive images of diversity. These experiences help the children to develop a good awareness of diversity in society. Children learn to problem solve, for instance, as they persevere at completing a puzzle or discover how programmable resources operate. They learn number concepts through songs and everyday activities. Role play experiences help young children to represent real life experiences through play. For example, they put a toy saucepan on a toy hob and explain that they must 'stir' the food using a spoon. Overall the experiences available are effective in helping children to acquire the knowledge and skills required for their future learning and development.

Observational assessment is generally good in charting children's progress from their initial starting points. The childminder is developing her systems further to make this more ongoing and for the next steps in learning to inform future planning. She knows the children well and ensures that activities build on their current interests at source. This helps the children to make good progress.

Children learn about safety issues through the effective input of the childminder. For example, she uses toys and resources to help them learn about the emergency evacuation procedure and teaches them about road safety. The young children attending demonstrate a clear sense of safety through the warm relationships and strong attachments they share with the childminder. This helps them to develop a clear sense of belonging and security.

Children's good health is promoted well by the childminder. For example, she ensures they eat a healthy range of meals and snacks and a sample menu is available to parents. She talks to the children as they eat a fruit snack, which helps them to develop an awareness of healthy eating. Children enjoy plenty of exercise and the childminder follows their sleep routines to promote their wellbeing. The childminder's systems help prevent the spread of infection. This includes hand washing after playing near the family pets and ensuring that children with infectious conditions remain at home. These measures all help to control the spread of infection.

Children are highly engaged in meaningful activity, which means they are content and play positively. The childminder offers plenty of praise and encouragement for their individual achievements. Her behaviour management strategies clearly promote children's welfare and 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

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