

## Inspection report for early years provision

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<b>Unique reference number</b>	EY252020
<b>Inspection date</b>	27/09/2010
<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 2003. She lives with her husband and two children aged 16 years and 11 years in Sittingbourne, Kent. The ground floor 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 six children aged under eight years at any one time. She is able to care for up to three children in the early years age range. The childminder is currently minding seven children between the ages of two years and 12 years of these, only one is within the early years age range. The childminder walks to local schools to take and collect children. She attends a local parent/toddler group. The family has a pet dog. The childminder 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 is effective in communicating well with parents and building close relationships with the children. She has a good understanding of how young children learn and develop and keeps observation records on the children. However, records do not show assessment of the observations nor do they show when children have achieved their next steps.

Since her last inspection the childminder has gained a National Vocation Qualification to level 3 in home-based childcare. She has carried out an evaluation of her service. However, it lacks input from other sources. The childminder has addressed a previous recommendation regarding children's information. This shows she is able to maintain continuous improvement in her service.

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

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

- canvass parents for their views on the care and education being provided
- analyse observations and highlight children's achievements in order to plan further next steps activities for children.

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

The childminder manages her service well. She has a range of relevant policies and procedures which are shared with parents and when appropriate, the children. For

example, house rules and emergency evacuation procedures. This shows that children are consulted and involved in procedures. The childminder ensures that all persons over the age of sixteen are checked by the Criminal Record Bureau. This is one part of her safeguarding children procedures. Other parts include ensuring risk assessments are carried out on the premises and also for outings, and keeping regulatory paperwork, such, as accident and medication records up-to-date.

The childminder uses local resources well. She regularly takes children to visit friends with small children to allow her minded child to socialise. Together, they regularly visit the horses at the local stable and they talk about how the horses are cared for. The child minded child has formed quite an attachment to them. Whilst studying for her qualification the childminder evaluated and reviewed her written policies and procedures. This helped her to undertake an evaluation of her service. However, she has not fully canvassed the opinions of service users, such as, parents and children. Children use a range of good quality toys which are age appropriate. The childminder is experienced in dealing with children with diagnosed conditions such as Asperger's Syndrome and ADHD. Her procedures ensure that all children are included in all activities. Children's individual needs are met.

The childminder has suitable procedures in place which allow her to work in partnership with other providers and agencies, although these have not yet had to be used. She builds good working relationships with parents. Parents report that they always given time to discuss their children with the childminder. They are consulted about individual care issues of their children and decide together about practice. For example, the childminder adopts parent's behaviour management strategies when they are relevant. Parents also comment that the childminder and her family are considered as extended family. They feel she provides a 'home from home'. Children receive continuity of care.

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

Children enjoy a caring relationship with the childminder in a warm and friendly atmosphere. Children are eager to attend and, as parents report, push their parents out of the front door. This shows that children feel safe in the setting. Children are intelligent, active learners who free flow around the premises choosing their own activities. Even when toys are rotated to provide variety, the children are involved in the selection. Toys can remain in place for a long time because the children want them to be there and get upset if they are put away. The childminder recognises that children have choices. The lounge is large enough for children to use small ride on toys indoors. Children learn to care for pets by helping to care for the childminder's well trained dog as well as setting up care scenarios with the small world animals. Children like to role play with items, such as, pretend medical kits which helps them re-enact their own experiences. Children have favourite DVD's to watch and enjoy a range of educational television programmes. The childminder discourages the use of the television but bows to children's choices if they have had a busy weekend and feel like snuggling up on

the sofa. The childminder much prefers to sit and read stories to children. Children have their favourite books which they select from the book box. Children enjoy a good range of cooking activities, such as, making buns and biscuits. One child recently insisted she be allowed to make a birthday cake for her mum as well as creating a card.

The childminder keeps some good observational records on the children. Because she has a good understanding of the Learning and Development Requirements the childminder can fully explain how she assesses children and plans for their next steps. However, children's achievements are not noted which could result in further assessments and planning for next steps being missed. Overall, records show that children are making good progress towards the Early Learning Goals and are developing future skills.

Children eat food that is provided by their parents. The childminder discusses children's individual dietary needs with their parents so that she is aware of the different types of food she may provide as extras. Children automatically engage in good hygiene procedures which show that they are aware of hygiene issues. There are a plenty of opportunities for physical activity. For example, as the children walk to and fro from school and use equipment at local parks. Children are happy with the childminder's house rules which they know well. Children are beginning to manage their own behaviour. For example, they know they can give themselves time out if they are feeling angry or frustrated. Generally children play well together and show concern for each other by sharing toys and taking turns. Children are developing social skills. Overall, children enjoy their time with the childminder.

## 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	3
The effectiveness of partnerships	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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