

Inspection report for early years provision

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Inspection date	14/09/2010
Inspector	Linda Coccia
Type of setting	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 2002. She lives with her family including two children aged five years and nine 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. \n\nThe 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 five children aged under eight years at any one time. She is able to care for up to three children in the Early Years Foundation Stage. The childminder is currently minding five children between the ages of 14 months and eight years. There are four children who fall within the early year's age range on roll. The childminder walks to local schools to take and collect children. The childminder is a member of the National Childminding Association. \n

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides good quality care for children. She is particularly effective in ensuring children make outstanding progress as she uses toys and activities in a very practical manner. She also works well in partnership with parents to seek their views about their children's care. Her procedures for partnerships with other agencies are not so strong and need developing. In taking parents views into account and those of the children attending, she is able to demonstrate that she maintains the continuous improvement of her setting. \n

What steps need to be taken to improve provision further?

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

- develop procedures for sharing relevant information with other practitioners to ensure effective continuity and progression for children

The effectiveness of leadership and management of the early years provision

The childminder organises her service well. Her paperwork is completed with the help of parents and is up-to-date. For example, parents keep the childminder apprised of any changes to their contact numbers and sign off any accident or medication reports. The childminder holds a current Criminal Record Bureau check and ensures that children are collected by suitable people by using passwords. She has attended Safeguarding children training to keep her knowledge of child protection issues up-to-date. She produces good written risk assessments of the premises to keep children safe. Children participate in regular emergency evacuation drills which ensure they have the opportunity to learn about safety and to keep themselves safe in an emergency. \n\nThe childminder is able to demonstrate that she drives improvement in her setting. For example, she applied

for a grant to help her purchase new toys. Children's views were taken into account when deciding what toys to buy. One selection, a zebra crossing kit, has had a great impact on the children; they now practise road safety more effectively and understand the role of the lollypop person near the local school. The use of toys forms part of the childminder's self evaluation. She consults with parents and children about her service and takes their views into account. She also talks to other local childminders about different areas of childcare practice. The childminder has considered her resources and has organised her play space so that the children have the maximum amount of floor space available. Her toys are easily accessible by the children thereby allowing them to self select their toys and develop their decision making skills. \n\nThe childminder is good at promoting equality and diversity within her setting. For example, she ensures that children who have individual dietary needs do not feel singled out when she provides meals and snacks and she corrects children's views about the use of toys and equipment by specified genders. Her books show good positive images of all types of different people around the world. Children learn to accept each other's differences. The children who currently attend do not attend any other provision nor are they involved with any other care professionals. This means that the childminder has not needed to work in partnership with others. She is able to explain what she would do in different circumstances but needs to define her procedures further. She does however work very well in partnership with parents. She engages them in daily conversations about their children's individual care needs and provides opportunities for them to be more involved in their children's learning. Children receive good consistent care. \n

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

The children receive good quality care from the childminder. \nThey enjoy the welcoming atmosphere of the premises and are always eager to play and learn. They move around freely, selecting their toys. This shows children feel safe and secure at the provision. The children enjoy interesting and well thought out activities with the childminder. Toys are extremely well used as the childminder is adept at presenting the toys in such a manner as to really help children understand the principles behind them. For example, when helping children learn about healthy eating the childminder uses 'Billy Bones' a plastic skeleton, to explain about strong teeth and bones and helps children trace where their food goes through the skeleton's internal organs. The children receive an outstanding practical element to their learning. The youngest children are very at home with books and will select their own and attempt to relate stories to themselves. The youngest children are also very aware of how to construct items with the large construction set. They try hard to fit pieces together but do have to have help from the children as they have not yet mastered all of their hand co-ordination skills. Children are interested in numbers and are extremely good at baby babble counting with the childminder. They happily operate the play mobile phones and talk to their parents on them. There are plenty of opportunities available for physical play both indoors and outside. \n\nThe childminder keeps very good observational records on the children. There are three different books; daily diaries, tracker books and a scrap book which, when combined, make up the record. Between them they contain all

the elements required to assess children's progress i.e. Initial assessment, observation and assessment, identifying and planning for individual children's next steps. They also contain a section where parents can comment on their children's learning which some parent's take the opportunity to use. The records are complimented by photographic evidence of children participating in an excellent range of activities. They also contain examples of the children's work. Records show that children are making outstanding progress towards the Early Learning Goals and are developing a range of excellent skills for the future\n\n\nChildren are provided with food which is healthy and nutritious. The childminder discusses each child's individual needs with their parents. Children's individual dietary needs are met. The children enjoy the trampoline in the garden. It is included in the childminder's risk assessments. They get exercise walking to and fro from school and use the large free floor play areas of the premises well. The childminder reports that the minded children are well behaved and co-operative. The younger children are still learning to share toys but generally they get on very well together. Her behaviour management policy is well written and shared with parents. She also has house rules for the children and these are discussed with them. The childminder reports positive instance of behaviour to parents and has had no occasion to refer bad behaviour back to them. Children are making a positive contribution to the setting. \n

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
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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