

Inspection report for early years provision

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Inspection date	15/10/2010
Inspector	Sarah Morfett
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 1993. She lives with her husband and two adult children in Chatham, Kent. The whole ground floor of the childminder's house is used for childminding, is easily accessible and there is a fully enclosed garden available for outside play. There are parks, schools and pre-schools within walking distance.

The childminder is registered to care for a maximum of six children at any one time three of whom may be in the early years age group. The childminder is currently minding eight children, six of whom are under eight years and three of whom are in the early years age group. The childminder walks to local schools to take and collect children. She attends the local toddler groups and childminding groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm and friendly environment where they have access to a good range of activities based on the Early Years Foundation Stage. These promote their learning and development well and help to children to make good progress overall in relation to their starting points. Children's safety is given high priority and means that they play in a safe and secure environment. Effective partnerships with parents are established which means they are well informed of the care their children are receiving. The childminder is positive in her approach to improvement. However, the self-evaluation process is not yet sufficiently robust enough to identify priorities for development.

What steps need to be taken to improve provision further?

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

- review the systems for observation and assessments to ensure they include next steps in children's learning and inform future planning to enable children to move forward
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children

The effectiveness of leadership and management of the early years provision

Good systems and procedures are implemented to ensure children are safe and secure in the childminders care. A very good system for risk assessment is in place

and reviewed regularly, this includes risk assessments of regular outings and trips to and from school. All adults within the home are appropriately vetted and the childminder holds a current first aid certificate. This means children's safety and well-being is given high priority. The childminder's knowledge of the local safeguarding procedures is good. She has a very well written policy which backs up her knowledge of how she would progress a concern, including relevant local numbers where she can call for advice or to report a concern. Children's safety and welfare is promoted within the childminder's good practice.

All of the required paperwork is in place, such as a daily record of the hours of attendance, accident and medication records and a clear procedure for parents should they wish to make a complaint. The childminder arranges her home to benefit children. They move freely around the room accessing different resources which supports their independence well as they make choices about what they play with. Children are confident to move from room to room and request more resources, showing they know the range available very well. Children are valued as individuals and treated with equal concern. They learn about their local community and the wider world through outings and attendance at local toddler groups. Therefore children develop a good view of the wider world.

The childminder has not yet fully developed the use of self-evaluation and reflective practice to identifying areas for development that will improve the quality of provision for all children. She recognises that aspects of her service could be developed and is realistic in her approach to this. She is proactive in accessing training to keep her knowledge of childcare practices up-to-date and works closely with a childminding group to ensure she is meeting the requirements of the Early Years Foundation Stage well.

Positive relationships with parents are well established. Information about the children's well-being is shared verbally each day to ensure that they are fully involved in all aspects of their child's care. The childminder supports both parents and children by attending events at school such as harvest festival. This makes children and parents feel really valued. There is a wide range of policies and procedures shared with parents to ensure they are fully aware of how the children are protected. Good links are made with other settings. For example, the childminder liaises with the playgroup children attend and has on occasions helped out. She discusses children learning and development with the staff and is able to implement activities within her home to complement what the children are receiving at playgroup. The childminder takes time to seek parents opinion through a questionnaire. She receives positive feedback from them saying how pleased they are with the progress their children are making and feel included in their learning and development.

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

Children are happy and settled in the childminder's care. They feel secure because of the warm and friendly relationships they have developed with both the

childminder and her family. Children begin to learn and develop through the childminder interaction with them, for example, the childminder skilfully asks them questions which make them think as they play for instance 'what' 'why' and 'where'. The childminder uses this form of teaching method to extend and develop the learning opportunities for all the children. Children enjoy many activities which promote all the areas of learning. For example, as they read a favourite book 'Dear Zoo' the child anticipates what will happen next, naming animals and the reason they were 'sent back' This shows that the child has remembered well and is beginning to make connections to what happens now and next. Children love to act out familiar stories, and squeal with delight as they play the 'three little pigs' with the childminder who pretends to chase them. Children become confident talkers because of the good interaction with the childminder.

The childminder has developed a system of observational assessment for the children. She is aware of the children's abilities and where they are in relation to their starting points. She makes observations of each child under the six areas of learning on a regular basis. However, there are no next steps identified from the observations and therefore are not being used to plan activities which will promote children's learning priorities. However, because of the good interaction from the childminder children's individual progress is good in relation to their capabilities.

High importance is given to adopting healthy lifestyles. For example, each day they walk to and from school with the childminder, who makes these outings fun as they love to pretend they are playing in the jungle jumping over tree roots and chasing dinosaurs. Children's physical skills are challenged very well through this type of activity. They have regular access to fresh drinking water through the day and are served juice twice a day this ensures that they are kept hydrated all day. Healthy eating is promoted in partnership with the parents who provide packed lunches for their children. Children follow effective routines to reduce the risk of cross-infection. They use paper towels to dry hands on after going to the toilet and are promoted to wash hands by a picture reminder above the sink. This means that children learn to manage their own personal hygiene tasks.

Children are helped to feel safe and secure as the childminder ensures her home is suitable for them to play in and regularly checks toys and resources to keep them in good condition. A good range of safety equipment is used to protect children for instance, the childminder has just had a new fire detection system installed in her home. Regular fire drills are carried out, the childminder identifies where the fire is and the children have to follow the familiar routine to get to the agreed place of safety. Children discuss the procedure to ensure that they know how to keep themselves safe in an emergency. Children behave well because the childminder keeps them busy with fun activities. The childminder offers lots of praise and encouragement as they play helping to develop confidence and self esteem. Overall; children are happy and settled and 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

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	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

Outcomes for children in the Early Years Foundation Stage	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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