

Inspection report for early years provision

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Inspection date	27/09/2010
Inspector	Linda Nicholls
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2010. Registration is for the Early Years Register and both the compulsory part and the voluntary part of the Childcare Register. Registration does not include overnight care. Registration is for a maximum of five children under eight years of whom, two may be in the early years age range. Currently there are two children, of whom two are in the early years age range.

The childminder lives in Dartford, Kent with her husband and child aged one year. Ground floor rooms and one bedroom will be used for childminding. There is an enclosed garden for outside play. There are schools, play parks, a library and shops within walking distance. The family have a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a developing knowledge of how children learn and each child's needs so that children's welfare and learning is securely promoted. Children are safe, secure and thorough enjoy learning about their local area and the world around them. The partnerships with parents, the local school and other agencies ensure the needs of all children are met. Children progress rapidly, given their age, ability and starting points. The childminder uses self-reflection to identify individual priorities and those for the continuous development of the service the childminder provides.

What steps need to be taken to improve provision further?

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

- expand resources and activities to encourage children to learn about other cultures and develop positive relationships.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding children procedures and is clear about her role and responsibilities. The childminder has attended training and has procedures in place reflecting current Local Safeguarding Children Board procedures. Clear and accurate records are maintained and children are supervised directly at all times. The childminder ensures all appropriate checks are completed for adults living in her home. Routine risk assessments, both internal to the home and external, for routine and occasional outings, are undertaken together with wide ranging safety procedures to ensure that the premises are safe and hygienic. The childminder makes excellent use of a variety of resources from

within the home, using open shelving and boxes so children can make independent play choices. The garden provides space for outside play and the planting and harvesting of vegetables. Children access fresh air, physical exercise and benefit from daily outdoor experiences. Visual checks throughout the day ensure children play safely and they learn to be responsible for their personal safety with the practise of monthly fire exit procedures. There are plenty of good quality books, small world people and role play items, construction and craft media and a laptop computer available for children to experiment and extend their learning. The childminder regularly attends toddler groups so that children learn social skills and make positive relationships as they meet others from the local community.

The childminder is committed to social and educational inclusion working effectively with parents to gain information about children's starting points and personal requirements. Innovative procedures are in place to help all children and their families settle quickly. Personal files describe and reflect individual progress and regular discussions with parents keep them well informed. Evaluative and effective monitoring procedures are linked to the early learning goals. Clear planning supports children's individual learning and well-being and also highlights areas the childminder wishes to develop. The childminder works well with outside agencies, where appropriate, to assess and support children with special educational needs and/or disabilities. The childminder recognises different cultures and celebrations with a range of resources although she considers this an area she wishes to improve with dual language books and music from other cultures. The childminder understands the importance of working with other providers of the Early Years Foundation Stage (EYFS) which children attend, especially at transition times, for example when children move into school, so that continuity of care can be maintained.

The childminder reflects critically upon her practice and considers ideas for the continuous improvement of her service. All required policies and procedures are available for parents to view at any time. She invites parents to comment on the service she provides and encourages children to offer ideas and suggestions which she then incorporates into her planning.

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

Children are happily settled and engaged in their play. They develop good relationships with the childminder who provides effective emotional and practical support. Children receive lots of praise and encouragement as they develop their social skills and behave well. They are able to explore a variety of cultures and customs as the childminder plans resources and activities to celebrate some annual festivals. The childminder provides a good role model so children learn to contribute, to respect themselves and each other when they attend social groups and events at the local Children's Centre.

The childminder observes children's play, identifies the six areas of learning and makes assessment of their progress. Records clearly identify the early learning

goals and planning is clear supporting children's individual progress. The needs and interests of individual children, such as an interest in cars, dolls or emergent language development, is incorporated into planning so children are engaged and interested in what they do. Children are encouraged to be creative using a range of materials and media such as paint and crayons to express their ideas. They have plenty of time to explore their own play because the childminder is confident to allow them to follow their own interests and often to take the lead in learning.

Children develop their communication skills as the childminder spends much of her time describing what they are doing, discussing events and asking simple questions. They learn to listen with care as she discusses the pictures in the animal book. They repeat the words they hear such as duck, horse, blue, yellow and butterflies. Children are encouraged to learn about number and position as they place the star shapes on the stacker, or play educational games on the computer. Children learn how to stay safe as they take confident first steps around the room. The childminder reinforces safety issues, such as road safety, as they walk to and from school daily. They learn about healthy lifestyles including good hygiene procedures, such as keeping their hands and faces clean after outside play or touching animals. Fresh drinking water is available should they need it and the childminder works closely with parents to supply healthy and nutritious meals. Toddlers enjoy being cuddled and children's individual sleeping routines allow them to rest when they need. They extend their physical skills at the local play park and in the secure garden and show they are growing adept at throwing a ball.

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	3
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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