

Inspection report for early years provision

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Inspection date	04/10/2010
Inspector	Karen Scott
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 2004. She lives with her partner and three children aged one, three and seven years in Whitstable, close to shops, parks, schools, pre-schools and the beach. The whole of the childminder's home is used for childminding and there is a fully enclosed garden for outside play. The family have a dog, rabbit and hamster.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than one may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from the local school and attends several toddler groups on a regular basis. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's home is warm and welcoming and children are happy and relaxed in their surroundings, enjoying positive interaction with the childminder and each other, forming strong relationships. The childminder ensures that she knows the children that she is minding and works closely with parents and carers to enable this. Children are making good progress through the developmental stepping stones as the childminder plans activities that help extend their learning at areas of interest to them. The childminder is keen to enhance outcomes for children, assessing her practice and asking parents and carers for their opinions too. Plans are in place to improve her service and are based around the children that she is caring for.

What steps need to be taken to improve provision further?

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

- carry out regular fire drills and record the details of any problems and how they were resolved
- add to the written policies details of what the childminder will do if a child is lost or not collected.

The effectiveness of leadership and management of the early years provision

Children play in a safe and secure environment as the childminder undertakes regular risk assessments and action where necessary to keep children safe from harm. She reminds children about keeping safe and the reasons for this such as why we do not climb on tables. Clear policies and procedures help the childminder to safeguard children from harm and these are shared with parents and carers, including a list of helpful telephone numbers should they be required. Although the childminder is aware of what she would do if a child is not collected or becomes lost while in her care she has not included these in her thorough policies and procedures to ensure that parents and carers are aware too. When out with children the childminder has good procedures in place to keep them safe. She ensures that children wear wrist bands with her telephone number on in case of emergency. A written evacuation procedure is in place and although emergency evacuation of the house has been practised with children it is not done regularly or a written record kept of them. The childminder ensures that children have access to toys and resources that promote diversity. Toys and resources reflecting differences are borrowed from the local childminding group which also celebrates a range of festivals with the children that attend. The childminder encourages parents and carers to share celebrations with her and the other children and has resources to help her celebrate with families.

Children play in a bright and welcoming environment and the childminder makes good use of space. For example, a small enclosed area has been turned into a cosy area to look at books. Toys and resources are suitable for the ages and stages of development of the children attending and are arranged so that children are able to make choices about what they play with. A photograph album shows all that is available so that children can make choices about what they play with from everything as the childminder rotates toys. Children benefit from positive interaction from the childminder who plays alongside and with children, asking questions to extend their learning. The childminder uses the self evaluation form to make an honest appraisal of her service. She recognises her strengths and where she would like to make improvements. Plans for improvement are realistic and are about improving outcomes for children. The childminder also asks for parents and carers opinions through regular chats and questionnaires. The childminder is keen to make improvements to her setting and is a keen participator in training. She regularly liaises with other childminders, sharing good practice, and reads journals as she likes to keep her knowledge up to date in order to offer the best that she can to the children she minds.

When children attend other settings the childminder liaises with them, sharing information, as she believes that it is important to work together to provide a united service. Parents and carers are kept informed about the childminder's practice. They read thorough policies and procedures and a notice board has further information for them. The childminder thinks about how to involve them further by writing newsletters, for example. Parents and carers are told that they may telephone whenever they wish and the childminder shares a daily diary with them which is used by all to share information such as how the child has been and

what the child has participated in, for example. Parents and carers may look at their children's portfolios whenever they wish. They take them home and add their input to them, appreciating the photographs and the fact that they work together to aid children's development. Parents and carers are extremely happy with the care that their children receive and write letters to that effect. They say that their children are cared for in a happy environment and that they are making good progress. They particularly enjoy the artwork that children bring home and are proud to share with them.

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

Because the childminder takes time to explain about staying safe to children they are beginning to take action to keep themselves safe such as tidying toys away to remove tripping hazards. When out children learn about road safety. Children show strong signs of being comfortable in their surroundings, turning to the childminder for support when required. Children show an exceptional understanding of the importance of following good personal hygiene routines. They wash their hands at appropriate times, being given reminders about how they rub their hands together when using soap, for example. They help themselves to tissues to blow their noses and wash their hands afterwards. Children enjoy playing outside, making requests to do so. The childminder ensures that children understand the importance of regular exercise and fresh air. Children have ownership of their health and well-being, knowing when they require drinks because they are hot. Snack and lunch time are social occasions with children and the childminder sitting together at the table. Children choose from a range of healthy snacks and drinks, discussing the foods they like and dislike. The childminder is aware of these and children enjoy a healthy diet. Children enjoy looking at the many photographs of themselves and their friends on display, discussing those that are not present. As the childminder knows children well she is able to involve them in discussions about things that are important to them such as pets they have. Children enjoy playing together, sharing resources and taking turns. They are kind towards one another and older children help younger ones at difficult tasks, giving praise when the tasks are achieved. The childminder gives children much praise and achievement certificates which they take home and share with their families.

Children show strong signs of being happy and contented. They become highly involved in what they are playing with and benefit from participating in a range of adult and child led activities. Planned activities are flexible as the childminder understands that children may have different play plans. For example, the childminder plans for children to trace over leaves that they collected while on a walk but after a while children prefer to draw around their own hands and create individual drawings. Children participate in a range of activities that promote their development in all areas of learning. They enjoy looking at books with the childminder and singing and playing musical instruments are particular favourite activities. The childminder helps children to develop skills for the future. She encourages them to be independent and takes them to groups that help them to develop their social skills. Role play is always offered and children model adult

behaviour playing with a range of real and toy products. The childminder prepares children for the next step to school by helping them to develop their listening skills and practise their writing and pre-writing skills, for example. She has noted an area for improvement to give children more opportunities to access the computer, in preparation for school. Each child has their own portfolio where the childminder puts written and photographic observations of children as well as examples of artwork. They are a colourful reminder of the child's time at the setting and help the childminder to plan for the child's individual needs. The childminder uses observations to assess children's development and to help her plan activities that will promote learning. Consequently children are making good progress and the childminder's documents help her to see this progression and where children need further support.

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	1
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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