

Inspection report for early years provision

Unique reference number	EY284873
Inspection date	08/10/2010
Inspector	Susan 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.

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Description of the childminding

The childminder was registered in 2004. She lives with her husband and two children in Faversham, Kent. There are shops, parks and schools nearby. The ground floor of the childminder's home is used for childminding. There is an enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder may care for a fourth named child at agreed times. The childminder may have an assistant, although this rarely happens at present. She is not registered to provide overnight care. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder currently minds a total of up to seven children under eight years, three of these are in the early years age group. All the children attend on a part time basis.

The childminder walks and drives to local schools to take and collect children. The childminder regularly attends local groups with the children. The childminder welcomes children with special educational needs/and or disabilities. She is an accredited childminder who can provide funded education for children in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children receive an excellent individualised service which is skilfully adapted to meet their individual needs. They benefit from very good, sensitive support as they are each valued and this enables them to thrive in the childminder's care. Children's individuality is nurtured by the childminder who has extensive understanding of their development, interests and abilities. Children benefit from the highly effective systems, policies and procedures which support close relationships with parents. Consequently, all children enjoy their time with the childminder and this enables them to flourish. The childminder has evaluated her service extremely well and continually challenges herself to further develop and promote the welfare of all the children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- strengthen provision by providing positive images that challenge children's

thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities

The effectiveness of leadership and management of the early years provision

Children's care and learning is effectively promoted because the childminder has spent time familiarising herself with the Early Years Foundation Stage. She has an effective understanding of her responsibilities to safeguard children's welfare. Children are protected by the childminder's well planned supervision, clear procedures and thoughtful risk assessments. The childminder ensures children are safeguarded through well organised professional record keeping procedures. She has clear procedures to record accidents, the administration of medication and existing injuries. The childminder regularly updates her first aid knowledge and has a good knowledge of the signs and symptoms of infectious diseases, enabling her to provide the most appropriate treatment and advice for children in her care.

The childminder provides a service that is inclusive to all families and values all children. She has a clear focus on the individual needs of all the children she cares for which enables her to prioritise the learning and development needs of every child and promote experiences that optimise their development. The childminder provides an excellent range of toys and resources and uses these in a proactive way. For example, children access their own cupboard in the kitchen to choose the plates and cups they want to use. There are attractive and plentiful resources which represent varied languages, lifestyles and images in a positive manner. For example, children look at the multi-lingual poster displayed and see the similarities between the photographs of children on this and other children they know. The knowledge they acquire is reinforced by constant access to other toys and resources which emphasise inclusion, although the childminder could not find any that challenged gender stereotypes during the inspection.

The partnership with parents is very proactive. Children's starting points are thoroughly discussed with parents and this information is used to enable children to settle well and feel secure. Children are well supported by the expertise of the childminder who provides parents with a range of information about their child's progress and this enables a clear understanding of the childminder's practice. Children's records note their individual needs and this information is used imaginatively to ensure they receive good quality care and education which is adapted to suit individual needs. Parents are encouraged to contribute to the childminder's practice on all issues. They continually share information about their children's development which the childminder acts upon in a professional manner. The childminder has extensive links with other agencies and professionals and uses these to support the opportunities for children in her care. For example, the childminder attends a variety of events, training and talks to develop and support her work with children. For instance, she is a member of an accredited network and is secretary of a local childminding group and liaises with the local children's centre to extend the facilities that she can offer the children in her care. Children benefit from the good liaison with the local school and attend the harvest and Christmas events with the childminder.

The childminder is committed to providing a good quality service through ongoing training and building upon the expressed views of parents. She has completed a very good self-evaluation and uses her experience and knowledge effectively, adjusting the delivery of her service to meet and exceed the expectations of parents and children. The childminder continuously develops her practice by reflecting on the children's experiences and reviewing her provision.

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

The childminder has a secure understanding of the children's needs and it is very evident that children are making excellent progress in her care. She has developed a comprehensive system to record information that notes children's development and identifies their next steps in learning. The accurate records of observations and assessments refer to the Practice Guidance for the Foundation Stage and support her plans effectively. Children's records are extensive and the childminder's ability to systematically analyse their development enables her to prioritise experiences to progress development. The childminder continually reviews the development of individual children and successfully ensures that activities continually cover all aspects in each area of learning. For instance, one child has been closely observed since the children of a similar age went to school and the childminder has planned to ensure he did not miss any social opportunities; her perceptive observations have shown that this child has developed more confidence and is becoming more assertive in social situations.

The childminder skilfully provides appealing activities based upon the interests of each child and encourages their play and use of resources to reflect these preferences. Children experience stimulating play and learning through the varied challenging activities. For example, the childminder asks a child to show the inspector around the play areas in her home while she quietly accompanies the child. This enables children to build upon their already good communication skills and boosts their confidence and self esteem as it is obvious their contribution is valued. Children enjoy opportunities discuss issues and ideas and the childminder takes the opportunity to enable children to discuss their understanding of car safety by asking them about the car restraints they use. Children experience practical activities that are very appropriate to their development. Children are kept safe through meticulous supervision and encouragement to become aware of hazards, such as roads and traffic. Children are further encouraged to learn how to behave safely through the use of puppets and describe each of these to the inspector.

Children's contributions are constantly sought and they take an active part in the inspection due to the purposeful encouragement of the childminder. For example, lunchtime is used as an opportunity to ensure children's understanding of healthy routines flourishes by discussion and questioning about foods. The dynamic conversation that underpins this routine enables children to improve and extend their vocabulary. For instance, when a child describes a packed lunch having a

'thing like a doughnut' the childminder swiftly suggests it might be a bagel and this description extends the conversation further.

Children have regular access to the garden and enjoy frequent outings, for example, to the local childminder groups. The children are accomplished in their social skills as a result and readily communicate with a range of adults. For instance, they stop and talk to the local police and community officer so that children also build upon their understanding of their community and the roles of adults. The childminder uses praise and continually acknowledges children's ideas and experiences, enabling them to contribute to all the interactions and feel good about what they do. This positive reinforcement encourages them to build their skills and behave very positively. The childminder enables children to respond eagerly to her suggestions and good explanations and further develop their knowledge and skills.

Children's knowledge and understanding is continually extended and challenged childminder's dynamic comments and questions which encourage their thinking and communication skills. For example, the childminder asks children to recall a fun day outing and to think about previous activities, such as dancing. They develop high levels of communication and social skills when playing and chatting as the childminder enables them all to make a contribution.

Children enjoy singing rhymes and looking at books with the childminder. Their mathematical skills are planned for and developed through encouragement explore and talk about shape, size and colours when they use the varied resources. They are encouraged to learn about letters and sounds, and spelling, if this is appropriate for their development. Children are able to be active learners and choose to select and use resources in many ways; for instance, the childminder encourages their understanding of technology and numbers by allowing children to use the pretend doctor's set and take her blood pressure with a programmable toy. Children further reinforce their understanding when the childminder questions them about what they should do if they become very hot. Children develop their early reading and writing skills by forming their names with plastic stick on letters which are provided to encourage them to register themselves upon arrival.

Children are inspired to build upon their experiences by discussing and learning about things they see when out. For example, they have animated discussions about the animals they saw at a local farm and remember they butterflies they hatched in the garden in the summer. The childminder skilfully promotes their knowledge by explaining and referencing their experiences. For instance, the children noticed a butterfly was hurt and had red on it when it hatched from the cocoon and the childminders offers the observation that it is like when babies are born. This refines their understanding of nature and the wide ranging references constantly challenge and stimulate children's thoughts, enabling exceptional progress to be made.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met