

Inspection report for early years provision

Unique reference number	EY408300
Inspection date	18/10/2010
Inspector	Sue Taylor

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 2010. She lives with her husband and three children aged six, five and 19 months in Tunbridge Wells, close to shops, parks, schools and public transport links. In general, the ground floor of the childminder's home is used for childminding, with a bedroom for sleeping on the second floor. There are toilet facilities on the ground floor. There are enclosed garden areas for outdoor play. The family have no pets.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than two may be in the early years age range. The childminder is currently minding one child in this age group on a part time basis. She is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register to care for children in the later years age group but is not caring for children in this age range currently.

The childminder attends toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder meets children's individual care needs well, benefiting from the good communication, both written and verbal, she has with parents. All required documentation and records are in place. The assessment process for children's learning shows parents how children are making progress. The childminder's self-evaluation shows how the provision is developing to continually support children's outcomes and she is very keen to maintain continuous improvement. The childminder enables children to have a positive and enjoyable experience.

What steps need to be taken to improve provision further?

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

- develop a monitoring system to enable comparisons to be made across the areas of learning to ensure that any achievement gaps are recognised and narrowed.

The effectiveness of leadership and management of the early years provision

The childminder offers a safe and secure home for children. The risk assessments for the premises and when on outings, shows how potential hazards are minimised and risks managed. For example, stair gates and socket covers are in place and the equipment used by children is of good quality. Thought has been put into fire

safety with practise drills carried out, documented evacuation plans and a recent positive visit from the fire safety department, helping to assure parents that children are safe. The childminder has identified the need to move the fire blanket to a more accessible position if needed in an emergency. The childminder has completed the required training that includes first aid, ensuring that she is aware of current practices. She has a confident knowledge of child protection and shares her role in safeguarding children with parents. The written detail shows a solid awareness and she has made enquiries to attend further training and is awaiting dates.

The childminder is recently registered but has made a good start in evaluating her practice and making changes to help improve outcomes for children. She has updated her risk assessment since the registration visit and intends to review her written policies in the New Year. She has a number of ideas for future development, particularly for when children become older and need more challenges. Practices take account of the individual children she is currently minding ensuring they are provided with good care and learning opportunities to encourage positive progress. She takes note of suggestions and feedback from parents.

Children are able to make decisions about their play, appropriate to their age and stage of development. The resources are of good quality and condition, also being easily accessed by children. The childminder uses the stimulating and varied resources to support children's ongoing learning and development needs. Outside there is a range of large play equipment that supports children as they grow such as a climbing frame, football goal, slide and trikes. The premises are very clean, light and airy and allow children to explore their surroundings, as they also develop physical skills in crawling or walking. The resources include some that provide positive images to challenge children's thinking and help them to embrace differences. The childminder has a positive attitude to ensuring differences are valued and respected, recently extending her knowledge with training courses in autism and dyslexia. Overall, her assessment processes, recording observations and individual children's ongoing learning, are clear. However, there is no efficient system that shows children's progress, to enable comparisons to be made across the areas of learning to ensure that achievement gaps are recognised and narrowed.

The written policies and procedures cover a broad range of detail and parents sign to show they have read them. They also have their own copies to look over at home, so they are very clear about the childminder's practices and responsibilities. Good detail is shared about how children are supported in their learning through play and about the links with the Early Years Foundation Stage Framework. This helps parents understand how the assessment records sustain their child's progress and how they can offer support. They know what the next steps are that the childminder is hoping to achieve with their child and are able to contribute to the process. Information about children's home routines are obtained and followed with care, with updates being shared in the informative contact dairy. As a result, children's individual care needs are met well, helping children feel safe and settled. The childminder is aware of the need to liaise with other agencies or providers of the Early Years Foundation Stage, when this is required for individual children, to

ensure the progression and continuity of children's learning, care or welfare needs

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

Children are extremely settled and happy. This creates a positive start for their continued learning. For example, babies are making choices about the resources they play with, already having favourites. The childminder values and responds well to children's early attempts to vocalise. A happy babbling is heard as a baby responds to the childminder's talk or smiles. A good selection of appropriate books are available and children have their favourites. The childminder uses stories and nursery rhymes well to help develop children's language. Outings to the library and toddler groups help them gain social skills and confidence in their interactions with others. They learn about the wider community through trips to the park, where for example, they explore the feel of autumn leaves. Children's pre-writing skills are encouraged with water drawing, painting or drawing. Children's developing physical abilities are supported well. They learn to problem solve as they explore and use the toys, such as using shape sorters, puzzles or building blocks.

Children's individual care needs are met well alongside clear communication with parents about home routines. Having well established routines helps babies and young children feel safe and settled. The warm care provided by the childminder encourages children to form positive, secure relationships. Children know that the childminder will respond to their needs when they indicate that they want something. As they get older, the childminder's practices, such as fire drills or safe road crossing, help children learn how to keep themselves safe.

The childminder supports young children as they learn good hygiene practices such as wiping the hands of babies before and after eating. Resources are cleaned regularly, particularly any toys that young children explore with their mouths. Children have easy access to their drinking water beakers throughout the day and are encouraged to enjoy healthy foods and try new tastes.

Children's happy involvement in their play and making choices helps them gain a positive attitude to learning. They develop skills such as sharing and taking turns which support the development of positive relationships with others. The positive care provided by the childminder ensures they are confident and willing to participate in play or learning opportunities. Children's developing abilities and confidence helps them gain the skills necessary for the future.

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	3
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	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

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