

Inspection report for early years provision

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Inspection date	07/10/2010
Inspector	Cilla Mullane
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 2006. She lives with her husband and three children, in a residential area of Broadstairs, Kent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. There are steps at the front and back doors, and the toilet is on the first floor.

The childminder is registered to care for a maximum of five children at any one time, of these no more than three may be aged within the early years age range. She is currently caring for four children in the early years age range, on a part time basis. She is also registered on the compulsory and voluntary parts of the Childcare Register, and is caring for one child in this age range.

The childminder is located within easy reach of local schools, pre-schools, shops and the park. She attends the local parent/toddler group.

The family has pet guinea pigs.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is patient and warm in her interaction with children, and uses praise, distraction and encouragement effectively to help children behave well. Their welfare is paramount, and careful risk assessments enable them to play and learn in safe surroundings. Children make good progress in all areas of learning, as the childminder supports their play skilfully, and plans activities which are tailored to each child's needs and interests. Relationships with parents are strong, they are well informed and included in their children's care, and their wishes are respected. The childminder maintains continuous improvement by attending training, and she keeps up to date with information and legislation by liaising with other childminders.

What steps need to be taken to improve provision further?

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

- ensure that information shared with parents regarding safeguarding and complaints is up to date
- improve children's achievement records to clearly show their progress across the areas of learning

The effectiveness of leadership and management of the early years provision

The childminder is well organised. Children are safeguarded, as the childminder thoroughly risk assesses her home, eliminating hazards so children can move around safely. The childminder has a good knowledge of child protection procedures from attending training, but information for parents regarding safeguarding and how to make a complaint is slightly out of date. She has ensured that all adults in the household have Criminal Record Bureau checks.

Self-evaluation is used to good effect to improve outcomes for children. The childminder is able to look critically at her provision, and identify areas where she needs to develop and improve. For example, she has noted that her records of children's development are not user-friendly for her or parents, and has attended training and is testing new forms in order to address this.

The childminder makes sure that she talks to parents daily. As a result, she can, for example, chat to children about what they did at the weekend, or adapt her care appropriately if she knows a child has had a poor night's sleep. This helps her to tailor her provision to meet the needs of individual children and families. Parents report that they are very happy with the childminder's care. They feel she communicates with them well, and informs them of activities and outings. They report that children are happy, settled and make friends, and that they are safe in a warm and welcoming environment. When children attend other settings such as nurseries, the childminder liaises effectively to ensure continuity of care. She supports parents when children need extra help from other professionals, for example, health visitors.

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

Children enjoy their time with the childminder. The environment is child-friendly, the childminder's good knowledge of children's interests enables her to set out the room with their favourite toys. They rush indoors from toddler group, keen to find a game of 'misfits' which they have been promised. The childminder appropriately takes the lead from what the children want to do, for example, joining in and extending their role play. She provides a good balance of child initiated and adult led play.

All children make good progress towards the early learning goals. This is because the childminder has a good knowledge of child development, and plans activities according to individual children's needs and abilities. For example, games such as 'misfits' help children to share and take turns, and children's use of language develops as the childminder supports role play activities. However, her records of observations do not clearly show each child's progress in all areas of learning, and she is experimenting with new forms to improve this area of her work.

Children show that they feel safe in the childminder's care. They confidently climb and sit on her during role play, and laugh loudly as she pretends to be asleep. They are starting to think about their personal safety, walking up and down stairs carefully, and talking about the 'Green Man' as they cross roads.

Young children learn about sharing and taking turns from games such as 'snap', and start to understand that fairness is important. If a child behaves unkindly, the childminder points out the effect their behaviour has on the feelings of others, so children learn that their actions have consequences.

The childminder ensures she shares positive aspects of children's behaviour with parents upon collection, to build self esteem and reinforce good behaviour.

Children who speak English as an additional language make good progress with their speech. They feel secure, as the childminder makes an effort to speak some words in their home language, and buys programmable toys which 'speak' other languages.

Children are helped to eat healthily. They go shopping to choose fruit, and are therefore eager to eat the grapes and raspberries which they chose. Reluctant eaters are skilfully distracted, and gently persuaded to eat a little more. They learn about the benefits of exercise and a healthy lifestyle, as they visit parks and the beach, and walk to and from the school daily.

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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