

Inspection report for early years provision

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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.

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Description of the childminding

The childminder was registered in 2006 . Registration is for the Early Years Register and the compulsory 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 group. There is currently one child on roll. The childminder lives with her husband and three children aged 15 years, 12 years and two years in Dartford, Kent. Ground floor rooms and a secure garden are available for childminding.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a growing knowledge of how individual children learn and each child's needs so that children's welfare and learning is securely promoted overall. Children are safe, secure and thoroughly enjoy learning about their local area and the world around them. Children progress steadily rapidly, given their age, ability and starting points. Regular reflection and informal self-evaluation identifies 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:

- maintain a record of children's practise of the exit procedures so that children learn how to stay safe in an emergency
- build records of individual attempts and achievements identifying the early learning goals so that children's progress is monitored
- consider methods to encourage children to make independent choices of stored resources

The effectiveness of leadership and management of the early years provision

The childminder gives a high priority to understanding safeguarding children procedures and is clear about her role and responsibilities. Visitors are monitored and children supervised directly at all times. The childminder ensures all appropriate checks are completed for adults living in her home. She follows a consistent implementation of policies, procedure and practice to ensure children's health, safety and well-being are met. Routine risk assessments together with a good understanding of safety procedures ensure that the premises are safe and hygienic. The childminder makes good use of a variety of resources, undertaking training each year. The indoor space is well organised using a dining room and the

garden so that children are able to move between the two. Routine outings and walks to and from school are risk assessed and ensure children access fresh air, physical exercise and gain from natural outdoor experiences. Children play safely and are learning to be responsible for their personal safety although a record of their practice of the emergency exit procedures is not maintained. Free standing toys are available but the storage containers are not labelled so children cannot make independent choices from all the equipment. There are plenty of books, small world and role play items, construction toys, keyboards and notepads available for children to build their knowledge and understanding of the world.

The childminder shows a strong commitment to social and educational inclusion working very effectively with parents to gain information about children's starting points. Children clearly benefit and thrive from procedures to help all children and their families settle quickly. Contact books and regular discussions at collection time keep parents informed. However, evidence of monitoring procedures are unavailable so individual progress linked to the early learning goals cannot be examined. The childminder is aware to liaise with outside agencies for children with learning difficulties and/or special needs. The childminder recognises different cultures and celebrations with resources and activities that reflect the families she works with and those of the wider community. Parents' letters highly commend the care she offers. One letter identifies the childminder as "organised and very efficient" while another describes her as "very caring".

The childminder reflects upon her practice and the further development of her service continuously. All required policies and procedures are available for parents to view at any time. Since the last inspection she has improved the range of her resources and activities to promote equality and diversity. The childminder encourages parents to channel ideas and suggestions which she incorporates into her provision.

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 highly effective emotional and practical support. Children receive lots of praise and encouragement so they develop positive behaviour and good levels of self-control. They are able to explore a variety of cultures and customs as the childminder introduces plenty of resources and activities, including music, traditional cuisine and annual events such as Remembrance Day and Christmas. She ensures they learn about their local community with visits to the local library, post office or toddler clubs. Children are confident to share how they feel with the child minder because they feel safe. The childminder provides an excellent role model so children learn to contribute and to respect themselves and each other when they attend social groups and events.

Children develop good communication skills steadily as the childminder spends her time supporting them as they practice and expand their language skills. She describes what they are doing, discusses events and asks questions to challenge

them and make them think. They learn to listen with care as she invites them to share their thoughts or explain what they want to do next. Children learn about number and position as they count the hats, or glue the paper in the outlined shape. They successfully turn the puzzle pieces round or use the glue stick. Children are becoming aware how they keep themselves safe as they talk about safety issues, such as road safety, as they walk in the locality. They learn about healthy lifestyles including good hygiene procedures. They know that tissues are used for cleaning noses and blocking the spread of germs. Fresh drinking water is available should they need it and the childminder works closely with parents to supply healthy and nutritious light meals. Toddlers enjoy being cuddled and know when they need a rest. Children develop physical skills at children's centres or in local play parks. They are proud of their achievements as they spin round to the music. They show they are adept at sitting astride the fire engine.

Children are encouraged to be creative using a range of materials and media, such as glue sticks, foam shapes or tissue paper. They develop their sensory skills and express their feeling confidently. The childminder ensures they have plenty of time to explore their own play because she is confident to allow them to follow their own interests and to take a full and active lead in their own learning. For example, they choose to put glue on their hands and smile at the resistance and stickiness they feel when they put their hands together. Children show a growing awareness of themselves in relation to their place in society, they know that mummy has gone to work and the names of other children they meet at the child minders home.

Children make steady gains in their learning because the childminder provides a stimulating and welcoming environment. The informal organisation of the educational programme reflects a variety of challenging experiences. However, records do not clearly identify the early learning goals so that parents are not informed of their children's achievements linked to the early years guidance. The needs and interests of individual children, such as an interest in fire engines, construction toys or puzzles are incorporated into informal planning so children are absorbed and engaged in what they do.

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	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	3

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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