

## Inspection report for early years provision

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<b>Unique reference number</b>	151555
<b>Inspection date</b>	17/11/2010
<b>Inspector</b>	Sarer Tarling
<b>Type of setting</b>	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 has been registered since 2001. She lives with her partner and adult daughter, in a three-storey house in Northfleet, near Gravesend. There are shops, parks, schools and pre-schools close by as well as public transport links. The lounge, bathroom and kitchen are used for childminding, and the bedrooms are used for children to sleep and for storing toys. There is a secure rear garden available for outside play. The family has a cat. The childminder is working toward a National Vocational Qualification level 3 in childcare and is a member of the National Childminding Association. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children at any one time, all of whom may be in the early years age group. The childminder also provides care for children over eight. There is currently one child in the early years age group and one older child on roll. The childminder is registered to provide overnight care for two children.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The childminder has in-depth knowledge of the children and their unique needs. This enables her to successfully promote their welfare and provide activities which encourage them to explore, investigate and make excellent progress in all areas of their learning and development. The childminder evaluates her service objectively and her reflective practice ensures the strengths of the provision and any priorities for development are clearly addressed. She demonstrates a strong commitment to training and her capacity for maintaining ongoing improvement is excellent.

## **What steps need to be taken to improve provision further?**

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

- increase the range of resources and activities to help develop children's understanding of disability

## **The effectiveness of leadership and management of the early years provision**

Children's safety and welfare is of paramount importance to the childminder, and children feel comfortable and secure in the childminder's care. Children are safeguarded through clear procedures that ensure that their welfare is promoted at all times. The childminder is confident about the signs and symptoms of abuse and she knows exactly what to do should she have any child protection concerns. The

childminder's duty of care is communicated to the parents through her written safeguarding policy. Effective use of risk assessment and rigorous daily safety checks cover everything a child may come into contact with. This helps to ensure that any hazards are minimised within the home, garden and whilst on outings. As a result, the home setting is safe and secure.

All families are welcome, children are valued as individuals and there is a commitment to inclusion. Children learn about their local community and the wider world through the many outings and activities that are aimed towards their level of understanding. For example, children make decorations for Chinese New Year and use the internet to look up which animal year they were born under. The childminder takes photographs and children enjoy looking through their folders at pictures of themselves, talking about and revisiting past experiences. Toys and resources are skillfully used to maximise children's learning potential and are freely available both indoors and outside. Through self-evaluation, the childminder has identified she would like further resources to use with children which develop their understanding of disability.

The childminder is committed to building positive relationships with parents and recognises their role as central to their children's well-being. All required documentation is in place and she provides parents with a comprehensive welcome pack. Information is shared daily, and parents have regular opportunities to look through and contribute to their child's progress folder. The partnerships between the childminder, local nursery and school contribute towards promoting consistency of care and learning for the children. Parents praise the childminder's endless patience, saying she is exceptional and always striving to ensure the children's happiness and safety. The childminder strives for improvement wherever possible and her systems for self-evaluation are outstanding. The childminder is very pro-active and constantly develops her professional knowledge by attending training courses and workshops. Parents and children have an input into decision-making, and their views are acted upon to promote effective practice that meets their needs.

The childminder strives for improvement wherever possible and her systems for self-evaluation are outstanding. Using the Ofsted self-evaluation form, she reflects on the strengths of the provision and the areas she feels need further development. The childminder is very pro-active and constantly develops her professional knowledge by attending training courses and workshops. She is undertaking a National Vocational Qualification, Level Three, in Child Care, Learning and Development and welcomes feedback from the assessor. Parents and children have an input into decision-making, and their views are acted upon to promote effective practice that meets their needs.

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

Children have great fun and enjoy their time with the childminder. Planning is linked to children's needs and interests; for example, when a child is a little unsure on the topic of trains, she uses the topic of "different types of transport" to

incorporate a visit to the train station. Children feel valued and have a strong sense of belonging in the childminder's care. Photographs and examples of their art work are displayed which makes them feel at home, and the childminder talks about their family with them. They make cards and presents such as fabric painted pillowcases and shell decorated photo frames for their parents and grandparents, to give them at Christmas and on Mothers and Fathers day. Each child has their own library card and sits comfortably to look through books with the childminder. She skillfully reads stories to the children, talking about the pictures, helping to increase their vocabulary and communication skills. Young children benefit as the childminder can use baby signing, enabling them to communicate at an early age and therefore prevent frustration. There are lots of opportunities for mark making and children enjoy practising their letters, proudly showing the childminder when they have written "mum" for the first time. Children have great fun writing a letter, sticking on the stamp and posting it off to their home address, waiting excitedly for the postman to deliver it. The childminder encourages children's problem solving and numeracy skills. For example, she plans cooking activities where children have the opportunity to weigh out ingredients and they learn how to make different colours by adding food colouring to water. Children talk about the different shape cutters when making sandwiches, and enjoy dice games where they add and subtract the numbers rolled.

Children plant bulbs and seeds in tubs, watering them and watching them grow. The childminder described how, on a leaf collecting activity in the garden, children noticed the light from the moon, how shadows form, and how familiar things sounded different as it grew darker. Children became very excited as they sky seemed to light up and a noisy train rushed by. Children enjoy going on "wellie walks" and running with their hands in the air, as they are blown about by the windy weather crossing the railway bridge. Children put feed and water out to encourage local wildlife into the garden. When a child notices a bird flapping its wings in the water, the childminder explains that it is washing under its wings, to which the child responds with a smile, "mum washes my armpits!" The childminder encourages children to look at the world around them, and on the way home from nursery the children watch fascinated as they spot a vole running along in the undergrowth. They stand and stare as some large cranes move, and watch intently as a tall chimney is dismantled.

Children enjoy accessing programmable toys which help them to discover how things work and they especially like to point a torch at the wall, moving back and forth seeing the different images the interchangeable tops produce. Creativity is promoted as there are lots of opportunities for role play and art and craft activities. Children experiment with paint, glue and glitter producing colourful firework pictures. Great care and concentration is taken as children learn to sew and make their own heart shape cushions. The experiences and routines in place encourage children to show a willingness to explore and contribute towards helping children assimilate the necessary skills for their future learning and development.

Children are learning about the limitations of the planets resources as they help the childminder to sort items before taking them to the local recycling bins. Children learn about taking care of others and fund raising as they take part in sponsored charity runs alongside the childminder. The childminder is sensitive to the needs of children and highly effective strategies are used to promote children's good behaviour, helping them develop their understanding about the feelings of

others. Stimulating play, along with close interaction, lots of praise and encouragement are all used to build confidence and self-esteem. Children feel safe and secure within the childminder's care as she has a warm and caring approach. This is evident as children seek cuddles and engage in conversation to share their needs, thoughts and concerns. The childminder supports children in learning about safety without compromising their independence as they can move confidently around indoors and outside. Children are aware of the safety of others as they tell the inspector she must turn the light on and hold the hand rail as she walks upstairs. Children know what to do in the event of an emergency as they regularly practise fire drills and when on the school run learn how to cross the road safely. The childminder uses experiences such as fishing with nets to talk to the children about the hazards of playing near water. Children's welfare is fostered as the childminder provides excellent opportunities for children to play in the fresh air and to benefit from plenty of exercise. Children like to dig in the sand, compare sizes of their hand prints and to experiment with floating and sinking objects in the water tray in the back garden. They enjoy practising their ball skills, running around and jumping on the trampoline. Younger children enjoy negotiating obstacle courses, large soft play equipment and learning new skills, such as head over heels, at the Tumble Tots sessions. Children have tremendous fun playing with the balls inside a tent, rolling about, counting and matching colours. Children are encouraged to think about healthy and unhealthy foods and what constitutes a balanced diet. Healthy meals and snacks are offered and children are encouraged to try new foods, helping to prepare them. Excellent health and hygiene routines are in place. Children clean their teeth after eating and use the egg timer to ensure they are thorough. They know when and why they need to wash their hands and each child has their own towel for drying. Children are safe and comfortable when they need to sleep overnight as fresh bedding and comfy foam mattresses are provided and they are closely monitored.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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