

Inspection report for early years provision

Unique reference number	EY301251
Inspection date	29/11/2010
Inspector	Beryl Witheridge
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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 two pre-school aged children in Wouldham, Kent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of two children at any one time of whom one may be in the early years age group. She is currently minding one child in the early years age group part time. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks/drives to local schools to take and collect children. The childminder runs the local parent/toddler group. The family has a two cats.

The childminder can support children with special educational needs and/or disabilities. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for according to their individual needs and stages of development. The childminder works in partnership with parents, and has good relationships with other agencies to ensure that children receive continuity of care. The observations of children are well written and are clearly linked to the areas of learning. This enables the childminder to plan activities following their individual interests and extending their learning potential. The environment is safe and welcoming to all children. The childminder is beginning to use reflective practice to help identify where her strengths and weaknesses lie. She is very positive about continuing her training to ensure that she is updating her knowledge and following best practice.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment covers everything with which a child may come in contact
- review the written safeguarding children policy and procedures so that it has a reference to the Local Safeguarding Children Board procedures
- use systematic observations and assessments of children's achievements, interests and learning styles to clearly identify next steps which are used to plan relevant and motivating play experiences for children

The effectiveness of leadership and management of the early years provision

Children are happy and secure in the care of the childminder. All adults in the home are suitably vetted. The childminder has a clear understanding of her role and responsibility towards safeguarding children; she communicates her duty of care to the parents through her written safeguarding policy; however the policy does not refer to the Local Safeguarding Children Board procedures, although there is supporting documentation in her portfolio. Daily visual checks of the premises are carried out to ensure the hazards for children are minimised. There is a record of the risk assessment but this does not cover everything in the home and garden with which a child may come into contact.

Children are valued as individuals and treated with equal concern. They learn about their local community and the wider world through outings and activities which are aimed towards their level of understanding. The childminder is positive in promoting diversity and equality and provides children with positive images and resources.

All the required documentation is in place and she has devised a wide range of policies and procedures which are shared with parents and underpin her good practice. She is beginning to reflect on her practice and is able to identify her strengths and areas for improvement. She has a pro-active attitude towards further training to improve her service and the outcomes for children.

The childminder is committed to building positive relationships with parents. Information about the children's well-being is shared daily, both verbally and in writing. She is positive in her approach to working with other agencies involved in the children's care and development. She demonstrates a clear understanding of how establishing partnerships are effective in supporting children's learning and development.

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

Children are settled in the childminder's care and build warm relationships with her and other children. They have easy access to a stimulating range of toys, resources and activities which help them make good progress within the early learning goals. The childminder sets up her home to make it an inviting environment where children are confident to make independent choices about what they play with. For example, they enjoy making music with the musical instruments, move onto craft activities and then role play, dressing up and using their imaginations.

The childminder is beginning to develop a good system to record and chart children's progress. She discusses with parents what children can do when they first start and does a baseline assessment she then tracks their progress through

regular observations, these identify the six areas of learning. This information is then used to plan activities based on children's interests and abilities. Next steps are not clearly identified in the records but the childminder knows the children well and is able to plan activities to move them forward in their learning and development.

Children feel valued and have a strong sense of belonging in the childminder's care. Examples of their art work are displayed which makes them feel at home and the childminder talks freely about their family with them. The childminder is skilful in supporting children of different ages, through her interaction she ensure the same activity is meaningful for all children by asking questions and providing resources which are appropriate for their ages.

Children are supported to learn good hygiene skills through the use of effective routines. The childminder has very high hygiene standards. Food is provided by parents and the childminder will also provide snacks of fruit and sometimes a biscuit. Children take part in activities which help them learn about healthy options when choosing food; they take part in simple cooking activities or go with the childminder to the allotment where they are able to plant seeds and pick the fruit and vegetables growing there, as well as feeding the chickens. High importance is given to their safety and they learn to keep themselves safe. They take part in fire drills and understand the importance of walking safely on the pavement on the way back from pre-school and not crossing roads without an adult. The childminder also discusses stranger danger with them.

The childminder uses effective strategies to promote children's good behaviour. Lots of praise and encouragement are used to build confidence and self-esteem and enables children to seek attention in a positive way. The childminder is a good role model and is always calm and reassuring; she listens to the children and their needs. She encourages children to respect each other and take turns. Children are provided with a wide range of experiences which contribute towards their learning and development.

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	3

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	3
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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----