

Inspection report for early years provision

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Inspection date	28/10/2010
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 2010. She lives with her husband and two children aged 2 years and 9 years in Crockenhill near Swanley, Kent. Shops, schools, parks and transport links are close by. Childminding takes place in all areas of the home. Children have access to a lounge and dining room on the ground floor and a bathroom on the first floor. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is registered to care for a maximum of five children aged under eight years, of whom no more than two may be in the early years age range. There are currently two children in the early years age range on roll. She is willing to take and collect children from local schools and to attend local pre-school groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a satisfactory knowledge of how children learn and each child's needs so that their welfare and learning is promoted well overall. Records of children's progress have not been initiated, although starting points have been discussed with parents. Children are safe, secure and enjoy learning about their locality and the world around them. The partnerships with parents, the local school and other agencies are developing steadily so ensuring the needs of all children are met. The childminder informally reflects on her provision and has identified a need to find out more about the Early Years guidance for the continuous development of her service.

What steps need to be taken to improve provision further?

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

- plan and provide experiences so that every child has an enjoyable and challenging learning and development experience and parents are clearly informed of their child's progress.

The effectiveness of leadership and management of the early years provision

The childminder understands the procedures for safeguarding children 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 has developed policies and procedures to ensure

children's health, safety and well-being are met. Routine risk assessments together with established safety procedures ensure that the premises are safe and hygienic. The childminder makes use of a variety of resources from within the home and outside including children's centres and play parks. The indoor space is well organised with resources immediately accessible to the youngest child so they can extend their play. Routine outings and walks to and from school are risk assessed and ensure have children daily access to fresh air and physical exercise. Children learn to be responsible for their personal safety, they know what to do in an emergency because the fire evacuation procedures are practiced every three months. There are plenty of books, small world and role play items, construction toys, keyboards, number pads and interactive toys available for children to build their knowledge and understanding of the world.

The childminder shows an able commitment to social and educational inclusion, working effectively with parents to gain information about children's starting points. Children clearly benefit and thrive from procedures to help them settle quickly. However, the learning journal or progress record does not identify the areas of learning or link to the early learning goals so parents are not clearly informed of their child's progress. The childminder understands her role to work with outside agencies to support children with special needs and/or learning difficulties, when appropriate. The childminder recognises different cultures and celebrations with resources and activities that reflect the families she works with and those of the wider community.

The childminder has well directed aspirations for quality through ongoing improvement. She reflects upon her practice and considers ideas for the further development of her service. All required policies and procedures are available for parents to view at any time. Since registration she has asked parents to suggest activities and resources that may interest their child. She has identified priorities for improvement of her provision, such as developing her knowledge of the early years foundation stage guidance and learning requirements.

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

Children are happily settled and engaged in their play. They demonstrate a close relationship with the childminder who provides effective emotional and practical support. Children receive lots of praise and encouragement so they develop self-control and social skills. They are able to explore a variety of cultures and customs as the childminder introduces plenty of resources and activities; including music, food and annual events such as Diwali, Remembrance Day and Christmas. She ensures they learn about their local community with visits to the local library or meetings with other childminders. Children are confident to share how they feel with the child minder, giggling and showing their contentment because they feel safe. The childminder provides a constant role model so children learn to contribute and to respect themselves and each other when they attend social groups and events.

Children develop active communication skills as the childminder spends her time supporting them as they practice and expand their language. She describes what they are doing, discusses events and asks questions to challenge them. They learn to listen with care as she invites them to express their feelings or show her what they want to do next. Children learn about number and position as they listen to rhymes and songs. They successfully post the letters into the post box or carry the cup and plate to the childminder. Children learn how to stay safe as they practice fire evacuation every three months. They talk about safety issues, such as road safety as they walk to and from school. They learn about healthy lifestyles including good hygiene procedures, and are aware to keep their hands and faces clean. 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 tickled and cuddled when they mirror the childminders actions during a game. The childminder is aware of children's individual sleeping routines so they rest when they need to. They extend their developing physical skills, learning to balance and walk in the childminder's home, at children's centres or in local play parks.

Children make significant gains in their learning because the childminder provides a stimulating and welcoming environment. The developing organisation of the educational programme reflects varied experiences that meet the unique needs of each child. Individual progress records are not yet established so the early learning goals are not clearly indicated or linked to the guidance. Planning is informal although the childminder is knowledgeable of the interests of individual children, so children are absorbed and engaged in what they do. Children are encouraged to be creative using a range of materials and media, to develop their sensory skills using dough and to express their ideas during craft activities. Children learn to make connections, such as how the button makes a flash on the camera, how the tools fit into the slots in the toolbox or how the helicopter blades turn as they pull the toy. The childminder ensures they have plenty of time to explore their own play because she is confident to allow them to take an active lead in their own learning.

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?	3
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	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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