

## Inspection report for early years provision

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<b>Unique reference number</b>	EY403288
<b>Inspection date</b>	08/11/2010
<b>Inspector</b>	Mary van de Peer

<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 was registered in 2009 and lives with her family in Herne Bay, Kent. There are shops, parks, schools and public transport links close by. Most areas of the childminder's house is used for childminding; the bathroom and toilet are on the first floor. There is an enclosed garden for outdoor play. The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age group. The childminder currently has five children in the early years age group on roll. The childminder also offers care to children aged over five years. The childminder is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. The childminder is able to offer overnight care to two children aged under eight years. The childminder collects children from schools nearby and attends local toddler sessions regularly. The childminder is a member of the National Childminding Association and receives support from the local authority. The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

The childminder is very organised and demonstrates a secure knowledge of each child she cares for. She is effective in supporting their individual learning and development needs, with resources covering most aspects of learning. The childminder gives high priority to children's safety and well-being, with most systems in place for those staying overnight, and shows a thorough understanding of the welfare requirements. The childminder provides a flexible and positive partnership with parents and others, which helps her to provide continuity in her care. The childminder has developed an informal self-evaluation process and uses reflective practices to ensure that she is successful in continuing her professional development and the ongoing improvement of the service she provides.

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

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

- consider seeking further advice from the local fire prevention department to help ensure effective measures are in place to promote the safety and well-being of children who stay overnight
- consider introducing additional, age-appropriate resources, which encourages children to learn about people who are different to themselves.

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

The childminder has a high level of commitment to promoting children's welfare. All adults in the household hold current Criminal Record Bureau checks. The childminder has recently undertaken further childcare training which included safeguarding. She is clear about recognising possible signs of abuse. The childminder has a sound knowledge of the procedures to follow should she have any concerns about a child in her care. This important information is shared with the parents through clearly written policies and supporting documentation. The childminder has attended first aid training and keeps detailed accident and medication administration records.

All children benefit from being cared for in a welcoming, comfortable and child-orientated home environment. Most of the toys and activities are freely accessible and children can choose what they would like to play with. There is space to play in as well as room to sit and relax. All resources and equipment are age-appropriate and of good quality. The childminder regularly checks these for suitability and safety. Daily risk assessments are carried out and recorded, covering the house and garden, to keep children safe and protect them from injury. There are also written risk assessments for outings the children are taken on, including travelling in the car and road safety. The childminder proposes to offer overnight care for children if required by parents. She has re-assessed this and feels that it would be beneficial to seek further advice from a local fire prevention officer. The childminder supervises children to ensure they are kept safe at all times. The children also take part in regular emergency evacuation drills. These are recorded, along with any action identified, to help improve future practices.

The childminder has developed a good working relationship with parents. All parents receive a copy of the written policies and procedures and new ones when they are reviewed and updated. The childminder confirms that she makes sure she gives parents verbal feedback when they collect their children. She has also shared the Early Years Foundation Stage framework documentation with them. A daily contact diary backs this communication up. The childminder routinely carries out baseline assessments on each child and is developing a system to enable parents to contribute more effectively to this process. She carries out regular observations on each child and records these in a neatly laid out 'Learning Journey' style book. Photographs of the children enjoying various activities are also displayed in these to support the written text. The childminder evaluates the observations well and links them into the early learning areas. This information is then used to inform children's individual planners, which clearly reviews the child's progress over a few weeks and identifies any learning intentions. The childminder is able to show the individual developmental needs of the children and what activities she plans to help move them forward. The childminder is developing a questionnaire for parents to complete regarding her provision. The childminder intends to use their responses in her self-evaluation process. The childminder also has a good relationship with the local pre-school where one of the children attends. She regularly discusses their child's progress to help ensure that continuity of care is provided.

The childminder aims to improve and extend her provision for children and parents. She reflects on the service she is providing and is taking positive steps such as further training, asking parents for their opinions of her service and meeting with other childminders to gain knowledge and understanding of her role. The childminder is proactive in seeking new ways to ensure that children are receiving the best care and education she is able to provide.

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

The childminder provides children with a wide range of activities and resources which encourage and support their progress in all areas of learning. However, there are limited resources which show positive images of the differences in people in today's society. The childminder plans activities according to their next steps and individual interests. Children have free access to many of the toys and resources so they are able to make decisions about what they would like to do, thus promoting their independence effectively. The childminder has a very good understanding of how children learn. She knows the children well and established their base line when they joined her. The childminder makes sure she carries out regular and focussed observations, so she is able to identify their future needs and provide them with activities which are challenging, stimulating and enjoyable, helping extend their knowledge and learning.

The childminder spends time playing, talking and listening with the children. She encourages them to think for themselves and persevere with a challenging activity until they have completed it, such as assembling a large floor puzzle. The childminder provides them with opportunities to extend their skills and understanding. For example, there are number books and board games to help with adding and taking away; mark making materials to encourage writing and creative skills. Role play resources are always available and the children present love to make up birthday parties with a cake and singing. Rhymes are sung whenever the children want to, for instance, as they play a spider game, they sing 'Incey Wincey Spider'. Children play happily with the childminder and the interaction between them is close and caring.

Children are provided with a well organised and safe environment in which their welfare is fully considered and promoted. They have been included in setting the house rules, such as what they must do when they play on the trampoline or when they have finished playing with toys. Children have participated in emergency evacuation drills, all of which are recorded. They are also taught road safety, as a result, they know how to keep themselves safe. Children are very comfortable in the company of the childminder.

Children that attend are provided with drinks and healthy snacks throughout the day. Meals offered take into account their likes, dislikes and dietary needs know when to wash their hands and also use anti-bacterial hand gel after they have wiped their nose; for instance, if they have a cold. Outdoor play in the garden

using the available equipment such as the trampoline and wheeled toys, as well as trips to local parks and walks to various amenities in the community, promotes their physical development.

The childminder supports children's behaviour by setting a few basic ground rules, for example tidying up after finishing with an activity or toy and jumping safely on the trampoline outdoors. She actively encourages children to respect each other, take turns and share. Children benefit from lots of praise and encouragement which promotes their confidence and self esteem. Children are provided with effective learning opportunities in a safe and caring environment.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	3
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met