

## Inspection report for early years provision

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<b>Unique reference number</b>	125680
<b>Inspection date</b>	14/12/2010
<b>Inspector</b>	Clare Stone
<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 1994. She lives with her two children in the Tunbridge Wells area of Kent; she is close to shops, parks and schools. The whole of the ground floor of the childminder's home is used for childminding and a bedroom on the first floor is available for children to sleep in. There is a fully enclosed garden for outdoor play. The family keep a pet hamster. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in the early years age group. The provision is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from schools and regularly attends toddler groups.

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

Overall the quality of the provision is good.

The childminder has a good understanding of the Early Years Foundation Stage. There are clear systems for observation and assessment and children's individual needs are being met. There is a self-evaluation form in place which the childminder is working on to improve the care and education of the children she minds. She has identified her strengths and weaknesses and is committed to maintaining continuous improvement. Children are safe and secure and the childminder successfully promotes children's welfare and learning. Partnership with parents and outside agencies is well planned, with parents reporting they are really happy with the service the childminder provides through letters of reference.

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

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

- strengthen mathematical understanding through all of children's early experiences, including stories, songs, games and imaginative play
- strengthen the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children.

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

All the required documentation for the safe and efficient management of the childminder's service is in place. There are policies and procedures that explain how the childminder works, and these are shared with parents. Children are safeguarded because the childminder has completed a variety of training, updating her skills and knowledge to ensure she can identify and follow correct procedures.

The childminder clearly understands her role and responsibility for protecting the children in her care. All risk assessments are up to date with any actions addressed immediately. Fire evacuations procedures are practised to ensure children know what to do in the event of a fire. If children are younger, the childminder makes sure this is not distressing and ensures it is fun and part of a normal routine. This helps children learn to keep themselves safe and promote independence.

Children are well supported by the knowledge of the childminder who provides parents with information about their child's progress and the experiences they have in her care. Children's records are detailed and show how hard the childminder works to meet children's individual needs. The observations are linked to the six areas of learning and next steps are identified. The childminder is in the process of evaluating all of the children's next steps. This will show how children are progressing within the early learning goals. The childminder has started to complete a self-evaluation form and uses this to show her strengths and weaknesses. All recommendations from the previous inspection have been met and improved with regular evaluation. The childminder has attended regular training in the childcare field. This helps her provide good quality care.

Partnerships are well established and make a good contribution to children's achievements and well-being. The childminder understands the importance of sharing information and is happy to work with outside agencies to ensure continuity of care. There are written permissions from parents for outings, sun cream and emergency treatment. Parents are happy with the care their children receive and feel they can ask for support and guidance. The childminder keeps contact books, which allow parents to see what their children have been doing throughout the day and write any concerns or questions.

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

Children really enjoy their time with the childminder. There are plenty of toys and equipment that are age-appropriate and in very good order. Children have a large conservatory to play in and toys are stored so children can access them independently. Children are settled and look to the childminder for support and a cuddle if they are feeling unsure. There are many photographs showing children enjoying painting, cooking and playing. This enables them to express their creativity and imagination. The childminder uses everyday experience to teach children, however, there are missed opportunities regarding mathematics. The children enjoy books and the childminder sits and read stories in which children show great delight. Children are developing good skills for the future. They have access to toys and resources that help them question cause and effect. They also have access to a wide variety experiences that help them make sense of the world around them, answer their questions and help them organise their thoughts.

Effective methods are used to encourage good behaviour and children are given regular praise and encouragement. This helps build children's self-esteem and confidence. Children are good at sharing and taking turns. This shows children are

learning good social and interpersonal skills. The childminder promotes equality by ensuring that all children are fully included in all activities and she encourages them to try new experiences. This helps children feel valued, safe and secure.

Children are encouraged to build and maintain healthy lifestyles. They have snacks that are tasty and nutritious and children have access to outdoor play every day. Children are reminded to wash their hands before eating and after visiting the toilet which helps them stay fit and healthy. Children who are not well do not attend the childminder's. This helps prevent other children from becoming unwell and spreading germs.

## 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	3

### 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	3
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	2
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

<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	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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