

Inspection report for early years provision

Unique reference number	EY409921
Inspection date	11/11/2010
Inspector	Christine Hodge

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 re-registered in May 2010. She was previously registered as a childminder in 2001 and resigned her registration in 2006. She lives with her three children aged 11, 12 and four years old in a two bedroom house situated in Welling, Kent. All areas of the premises are available for childminding and there is a secure garden for outdoor play. The family has Labrador dog. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to provide care for a maximum of five children under eight years at any one time, of these, three may be in the early years age range. She is currently caring for three part time children in the early years age group. The childminder is also registered on the voluntary part of the Childcare Register. The childminder is a member of the National Childminding Association and attends local toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm, friendly and homely childminding environment where children are happy and settled. Children have easy access to the mostly well organised resources and take part in a wide range of interesting activities, which promote their all-round development and overall help children to move onto the next steps in their learning. Children are supported well because the childminder works in partnership with parents and values the uniqueness of each child. Priority is given to children's health and safety and is underpinned by written policies and procedures. The childminder consistently works to improve her provision through discussion with parents and further training, enhancing her childcare practice and promoting good outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop systems for observation and assessment ensuring that next steps relate clearly to the learning intentions
- continue to develop the self-evaluation process
- further increase children's understanding that text carries meaning such as, by labelling baskets of resources

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of the requirements to safeguard children and is clear about her role and responsibility for recording and reporting any child protection concerns in line with Local Safeguarding Children Board

procedures. Her safeguarding folder is shared with parents so that they are aware of what she has to do and both she and her partner have been appropriately vetted. Thorough emergency evacuation procedures, practised with children, together with comprehensive risk assessments help to ensure that children can play in a safe and hazard free environment. All required records and documentation are in place and are well maintained.

The childminder is committed to providing an inclusive service for all families. She takes time to find out about the children's home backgrounds and helps them to learn about other cultures and difference through positive image play resources, the celebration of various festivals and eating different foods. Good use is made of the available space in the childminder's home. Children have easy access to a wide range of age appropriate play resources, stored in low level baskets, although the lack of labelling makes it difficult for children to see what each basket contains and opportunities are missed to extend their awareness that text carries meaning

The childminder builds good relationships with parents and works closely with them to meet children's individual needs. Parents are provided with good information about her setting and are given regular verbal feedback about daily routines, activities and children's progress. The childminder understands the importance of working with other early years settings children attend, in order to provide continuity in children's learning. She asks for parents views about her provision and uses the information as part of her evaluation process. She is keen to continually improve her childcare practice and knowledge by attending further training on topics such as safeguarding, food hygiene and observation and assessment.

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

Children are happy, settled and very much at home with the childminder and her family. They feel safe and secure because the childminder builds their confidence through familiar routines and by being consistently available to join in their play. Children enjoy sitting on the floor with her to build with the train set and to pretend play with the cooker and utensils and to look at books. The childminder constantly talks to children to encourage their language skills and uses activities and daily routines to encourage children to count and to learn colours, numbers and shapes. Children develop their social and independent skills as they learn to share and take turns and help the childminder with preparing lunch. They enjoy taking part in a variety of messy activities that encourage their creativity and enable them to develop their early writing skills. During the week the childminder takes children out to toddler groups where they socialise with other children, the library to choose books and to park and soft play centres for physical play. Children also enjoy playing outside in the well equipped garden.

The childminder knows the children well and observes them through spending time with them during activities. She records what children have done in a daily journal and has started to keep some records of children's learning and development ,

including samples of their mark making and art work. This enables the childminder to monitor children's progress . However, the next steps in the journals are not always linked to the learning intentions.

Children's health and welfare is well promoted and is underpinned by written policies and procedures. The childminder's home is clean and well maintained and there are effective procedures in place to prevent cross infection. Children are encouraged to adopt healthy lifestyles by taking part in regular outdoor play, eating a healthy balanced diet and learning good personal hygiene routines. Provision is made for children to rest during the day when required. Children are well behaved, friendly and sociable because the childminder consistently praises and supports them in their social skills. The range of activities provided by the childminder both in the home and in the community enable children to develop skills for the future.

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	2

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	2
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	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

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

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	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