

## Inspection report for early years provision

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<b>Unique reference number</b>	EY404088
<b>Inspection date</b>	22/11/2010
<b>Inspector</b>	Alison Weaver
<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 has been registered since 2010. She lives with her husband and two children in a house in Tunbridge Wells near to shops, parks and schools. The whole of the ground floor, an upstairs bedroom and bathroom are used for childminding. There is a fully enclosed garden available for outside play. The childminder has one cat. The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years to under eight years. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The childminder attends local carer and toddler groups on a regular basis. The childminder supports children who speak English as an additional language.

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

Overall the quality of the provision is good.

Children are content, happy and well occupied in the caring and child-friendly environment. Overall, their individual welfare needs are met well and this results in them feeling safe, developing healthy lifestyles and forming close bonds with adults. They make good progress in their learning and development due to the childminder's support and encouragement. There is a regular informal exchange of information with parents that provides them with adequate information about their child's well-being and progress. The childminder continually reviews and develops her practice in order to improve outcomes for children.

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

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

- carry out regular evacuation drills and record details in a fire log book
- develop further opportunities for parents to be involved in, and contribute to, children's learning and development.

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

Children's welfare is safeguarded as the childminder is fully aware of her responsibility to protect them by reporting any possible cases of child abuse and neglect. Safety is given high priority and all hazards in the home are minimised effectively so that children are able to play free from harm. The childminder keeps a record of risk assessments and promotes children's safety effectively on outings.

She has a fire evacuation procedure but has not yet practised it with the children or recorded this to make sure it works effectively. Overall, all documentation that is needed to help promote children's welfare is in place and well maintained.

The childminder makes good use of her home as she ensures there is plenty of space for children to play and explore. She provides a wide range of safe and suitable resources that she uses well to promote children's learning and development. The childminder is very aware of the importance of giving each child a good level of adult support and interaction so keeps her numbers of children low to allow her to do this.

Equality and diversity is well promoted. For example, the childminder supports the needs of children speaking English as an additional language. She respects children's home backgrounds, promotes their awareness of the differences between people and encourages them to recognise their own uniqueness.

Self-evaluation shows a realistic awareness of the childminder's strengths and areas for improvement. For example, she has implemented a good system for observation and assessment that helps her to ensure that children make good progress. She aims to attend more training in the future and continue to develop the systems for planning.

The childminder understands the importance of working with others to promote the children's needs and forms satisfactory partnerships with parents. The childminder provides them with copies of her written policies that give a good, clear overview of her practices. She obtains all the necessary information about a child's home background, individual needs and abilities before they start with her. This enables her to help children settle and gives her a useful starting point for establishing where they are in the Early Years Foundation Stage. She also uses the information to ensure she meets any dietary needs and to plan activities that will help promote their home language. The childminder provides informal feedback about a child's progress at the end of the day as she has not yet implemented her offer of the use of contact diaries. She has not fully developed ways in which parents can be involved in the assessment process and in extending learning at home for their child. The childminder is aware of the need to form links with other providers who share the care and education of individual children in order to provide continuity.

Since registration, the childminder has developed her record keeping and completed the required training. She has also accessed a workshop that helped her to implement an effective system for the observation and assessment of children's progress. The childminder has a number of other ideas that she intends to put into place to improve her partnership with parents and the planning of activities for children.

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

Children quickly make themselves at home when they arrive at the setting. They show a strong sense of belonging as they go and help themselves to toys from the wide range of accessible resources. They like playing with the construction sets, working out how to fit the pieces together. Children have fun playing with the play kitchen, making cups of tea and meals with the different utensils. They show that their fine motor skills are developing well as they pick up small toys and move the cars along the floor. They develop their creative skills as they play with the toy piano and pretend to sing along to the sounds they create when they press the keys. Children like to investigate their world and show curiosity as they peep inside the boxes and take an interest in what is going on around them. There are some opportunities for children to enjoy messy play and mark making activities indoors.

The childminder regularly observes and assesses children's individual progress towards the early learning goals. She successfully identifies learning priorities for each child to enable her to informally plan activities that will help them develop further in all areas of learning. The childminder actively promotes children's social skills by taking them to local groups where they play with other children. They show increasing confidence with adults and happily play alongside other children. Young children show a strong sense of security and safety as they readily explore and approach adults. They learn to safely negotiate the step in the kitchen as they independently move around the home. Their communication skills are developing well as they communicate their needs with gestures and sounds. The childminder responds well to them and encourages them to say new words. Young children smile and giggle as they play. Children's behaviour is good and the childminder deals calmly and sensitively with any minor incidents or disputes that occur over the sharing of toys.

Children learn about safety as they go on regular outings to local parks. They practise road safety and learn the importance of the wearing of restraints in the car. These trips include visiting local shops where they learn life skills as they help choose and count the items that they need. They also have opportunities to explore the natural world.

Children's health is promoted well as the home is kept clean and good hygiene practices are carried out. The childminder encourages children to develop good personal hygiene through the everyday routines. They eat healthy home cooked meals and snacks and have easy access to drinking water. They are encouraged to make healthy choices as they help put the toppings on pizzas.

## 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	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	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	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	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