

## Inspection report for early years provision

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<b>Unique reference number</b>	EY370543
<b>Inspection date</b>	06/12/2010
<b>Inspector</b>	Liz Caluori
<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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder has been registered since 2008 and lives with her two children aged 11 years and two years in Bearsted near Maidstone in Kent. Childminding generally takes place on the ground floor and one bedroom on the first floor is used for children to sleep. There is also a fully enclosed garden for outdoor play. The family do not have any pets.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register and may care for a maximum of five children under eight years at any one time of whom two may be in the early years age group. There are currently five children attending under eight years, of whom two are in the early years age group. The childminder also cares for children who are over eight years of age before and after school. All children attend on a part time basis.

The childminder maintains a current paediatric first aid certificate.

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

Overall the quality of the provision is good.

Children play and learn in a safe, inclusive and child-centred environment. The systems for observing and monitoring their progress are still currently being refined to support the childminder to plan specifically for their next steps. Despite this, children make good progress in all areas of the development as a result of the broad range of activities on offer and the attention given to understanding their personalities and preferences. The childminder uses effective self-evaluation to enable her to identify the strengths and weaknesses of her service. In addition the positive relationships maintained with parents and carers and the commitment to working with other professionals helps her to provide consistent and coordinated care.

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

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

- further develop the systems in place to observe and monitor children's progress in order to identify their next steps in each area of learning and to more easily involve parents and carers in setting future goals
- extend the range of resources aimed at promoting positive images of people from the local community and wider world to reflect greater aspects of diversity such as disability.

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

The childminder fully understands her responsibility to ensure that children are safe. She is confident in her ability to identify the potential signs and symptoms of abuse and has the contact details to enable her to make a referral if necessary. Children are protected by a range of safety precautions in the childminder's home including the use of stair gates. Risk assessments are undertaken on the premises and all outings ensuring that potential hazards are identified and the required written records are maintained. Children have access to a broad range of toys and resources which are set out at a low level to enable them to select what they want to play with. These are well maintained and appropriate for all ages and stages of development.

The childminder's commitment to providing an inclusive environment for children and their families is evident in all written policies and procedures. She demonstrates a good understanding of the differing personalities of the children and has devised clear and effective systems to support her to observe their likes, dislikes, learning styles and levels of ability. This enables her to provide activities which they enjoy although she has identified the need to extend these systems further to more specifically plan each child's next steps across all areas of learning. The childminder has recognised the need to improve the support and encouragement that she offers children to learn about diversity. She has purchased computer software with information about different festivals and celebrations. In addition she has a selection of toys which represent characters of different ethnicity and religion but does not currently have any resources which reflect wider aspects of diversity such as disability.

Since registration the childminder has monitored and refined her working practices to ensure that they are efficient and meet the needs of the children and their families. She has successfully identified and prioritised areas for improvement which supports her to meet the evolving needs of the children and their families. Parents and carers are provided with a range of written information about all aspects of the childminder's service. This includes the process to follow should they wish to make a complaint as well as details of the activities on offer and all policies and procedures. They are also provided with daily diaries with records of the activities that their child has taken part in, the food they've eaten and whether they've slept. Parents and carers are informed of their child's progress but do not routinely become involved in setting any future developmental goals. The childminder is also aware of the benefits to children of working in partnership with other childcare providers or other agencies involved in their care although she has not yet been required to do so.

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

Children are provided with opportunities which help them to develop the skills to keep themselves safe. These include learning how to cross roads and the need to be cautious around unfamiliar adults. They also take part in regular evacuation drills to ensure that they understand the procedure to follow in case of an emergency.

Children benefit from the good focus placed on following healthy lifestyles. They regularly take part in physical exercise and understand the need to follow good personal hygiene routines. The childminder works with even the most resistant children to promote healthy eating, for example by providing activities to make pizzas using fresh vegetables.

Children are happy and settled in the childminder's care and mix well together. They take part in activities which cover all areas of their learning including a variety of outings and a good mix of free play and adult initiated activities in the childminder's home. They confidently explore their environment and select the resources that they wish to play with. As a result they are becoming independent in their learning. The youngest children are supported to develop their mobility and also enjoy exploring the good range of cause and effect toys to encourage them to problem solve and also to develop their fine motor skills. Other activities which are also currently popular include arts and crafts, role play and construction.

The support and encouragement that children receive to interact with, and respect, other people along with practical skills such as cooking and using a computer, helps to prepare children for their transitions to school and their future life. Good focus is placed on supporting children to develop good, socially responsible behaviour. They are friendly, caring and well mannered. In addition, they are encouraged to become involved in positive experiences such as recycling their rubbish and helping the childminder to sort out donations for the local charity shop. They also accompany the childminder on regular visits to one or two of her elderly neighbours.

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