

## Inspection report for early years provision

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<b>Unique reference number</b>	EY297738
<b>Inspection date</b>	11/01/2011
<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.

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 was registered in 2005. She lives with her husband in Ashford, Kent. Most areas of the house are used for minding children. There are toilets located upstairs and downstairs and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children at any one time and is currently minding eight children in the early year's age group, most children attend on a part-time basis. The childminder employs an assistant to help on the days she is busy. The childminder walks or drives to local schools to take and collect children. The childminder is a member of the National Childminding Association. The childminder is 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 provides a warm and welcoming environment for all the children who attend. She understands and knows their likes and dislikes and plans fun and stimulating activities. Inclusive practice is evident and children enjoy their time at the childminders. The Childminder has good procedures in place for maintaining continuous improvement and is committed to providing good outcomes for children. Safeguarding is paramount and the childminder and her assistant are aware of their role and responsibilities in protecting the children in their care.

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

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

- ensure that children's next steps are being clearly identified and used in leading future planning
- strengthen a two-way flow of information, knowledge and expertise between practitioners and outside agencies, to help support and extend children's learning and development

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

The childminder has a good understanding of child protection issues and how to safeguard children. She has attended training and ensures that her assistant is aware of how to support and keep children safe. All adults who have access to minded children are suitable to do so. There are written childcare policies and procedure that reflect the childminder's current practise. Parents have given written permission for the assistant to be left alone with the children for short periods of time. The assistant rapport and gentle manner is a valuable resource for

the childminder.

The childminder carries out regular risk assessment and records her findings. Any concerns are quickly address to protect children from injury. Children are taught to be safety conscious without being fearful, and show a strong understanding of how to keep themselves safe. The environment in which they are cared for and educated is safe and supportive. All resources the children come in to contact are in good order and fit for purpose. They help support children's learning and development. Children achieve well and their development is good as a result of the setting they are in. The childminder is taking steps to teach children about the environment and how they can help sustain resources and equipment through recycling. This teaches children at a young age to care for their local community and the world they live in.

The childminder has a good knowledge of each child's individual background. She helps them understand and consider their own attitudes and celebrate differences in other cultures. This helps children make the most of diversity and challenge negative behaviour such as discrimination, racism and harassment.

The childminder has worked hard on her self evaluation form to record the strengths and weaknesses in her setting. There is reflective monitoring and analysis that are appropriate and useful. The childminder has addressed any previous recommendations to ensure she provides a good service for her parents and children.

Partnership with parents and carers is good. Parents are included in all aspects of their children's care and receive daily feedback. This allows parents to feel part of their children's day and reassures them while they are work or at home. Although, partnership with other professionals and outside agencies is in place it is not clear how the childminder intends to move this forward to benefit the children in her care.

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

Children are making good progress towards the early learning goals in relation to their starting points and develop the skills necessary for their future success. They have a fantastic time in the setting due to the wonderful set up of resources and equipment. Children love to enjoy and explore their surrounding and the childminder makes it a fun place to be.

The childminder makes regular observations on the children and records their achievements. This helps her move children forward at a pace that suits them. The planning in place covers many exciting topics. However, it is not always clear where each child's individual activities falls within the week. The childminder ensures she shares children's records with parents to enable them to work at home with any topics and related work.

All children behave very well and they are good at sharing. The childminder uses

distraction for younger children and calm explanations for children who are slightly older. The childminder expresses lots of praise and encouragement to help build children's self esteem and confidence. This helps children to feel a sense of belonging in the setting and helps them try new challenges and extend their learning potential.

Parents provide food for snack and meal times. However, the childminder is flexible and willing to cook meals if parents wish. Children have access to drinking water at all times to ensure they do not become dehydrated. All snacks are healthy and nutritious and the childminder helps to promote a healthy lifestyle through well planned topics and regular physical exercise. Children who are unwell do not attend. This helps stop the risk of infection and cross contamination. All children receive good quality care and education.

## 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	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	1
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	1

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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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