

## Inspection report for early years provision

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<b>Unique reference number</b>	EY339813
<b>Inspection date</b>	28/09/2010
<b>Inspector</b>	Claire Parnell
<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 2006. She lives with her husband in a residential area of Tunbridge Wells, Kent. The ground and first floor are registered for use for childminding as well as a section of the rear garden .

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children under eight, four of whom can be in the early years age range. There are currently eight children in the early years age group and four older child on roll, who all attend on a part-time basis.

The childminder takes and collects children at local schools. The childminder attends the local parent/toddler group. The family has two dogs. The childminder is a member of the National Childminding Association and attends local childminding support groups.

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

Overall the quality of the provision is good.

Overall the quality of the provision is good. The childminder has a very clear and distinct understanding of meeting the uniqueness of each child and provides high levels of caring support to ensure no individual child is disadvantaged. The childminder provides a relaxed, homely and loving environment for children. As a result, children benefit from a close relationship with the childminder and thoroughly enjoy their time in her care. Children make good progress in their learning and development because the childminder has a clear knowledge of child development and provides appropriate challenges and resources to enable children to achieve. Strong partnerships with parents ensures children receive good levels of continuity within their care and development. The childminder pro-actively reflects on her practices and identifies areas of strength and acts upon areas for improvement.

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

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

- extend existing planning to ensure individual children's development is targetted and assessments identify children's next steps
- ensure the gully in the garden is made inaccessible to children at all times

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

The childminder's knowledge of safeguarding is good. She is familiar with signs and symptoms that indicates abuse and has local contact details to refer to if concerns arise. As the childminder knows the children well, she is very aware of changes within their behaviour and character to enable her to monitor children closely. All household members have relevant checks to ensure their suitability, although the childminder makes sure children are never left with unvetted adults.

The childminder offers children a warm and secure environment with plentiful areas of play space to allow them choice of where to play and to extend their play where necessary. The indoor environment is carefully assessed to enhance children's safety as well as their independence. For example, children access the playroom themselves via two steps to encourage their skills at managing stairs and to encourage independent choice of activities. Safety measures indoors are meticulously met through the use of stair gates, cupboard locks and security systems to ensure children can freely use the space available to them. The childminder has introduced the use of her garden for outdoor play, however, the basement area and gully is not made inaccessible to children, leading to a potential risk to children's safety whilst playing outside. The childminder uses effective record systems to ensure accidents, incidents and medication administration are reported and recorded appropriately to promote children's welfare.

The childminder shows a clear commitment to developing and improving her practices and provision on an ongoing basis. She regularly attends training courses and gains knowledge and information from local childminding groups regarding strategies and good practices. The childminder has actively implemented effective self- evaluation systems, recognising good practices and areas to be developed. She recognises the need to involve the parents in her evaluation by introducing parental feedback information sheets. The childminder uses her past qualifications and skills such as portage and Montessori training to enhance individual children's development opportunities. The childminder actively sources additional information for her own knowledge and to share with other childminders and parents, with regard to practices and latest research

Children have access to a vast array of resources within the playroom and self-select what activities they want to play with and where they want to play. This is carefully and sensitively supported by the childminder who talks children through their choices and the practicalities of where they want to play. For example, a child chooses popoids from the playroom and wants to play with them in the conservatory, the childminder talks to the child about putting other activities away first so there is room and less of a tripping hazard. .

Children are treated with equal respect and dignity throughout their time with the childminder. She is very aware of their background and has long standing relationships with parents to enable a service that promotes equality and diversity. She uses this information to value children's heritage and cultural backgrounds such as children's additional home languages. Resources for children reflect

positive images of today's society through books, play figures and dolls. The childminder uses resources from children's travels to reflect and celebrate people's differences. Children participate in planned celebration for festivals throughout the year.

The childminder has very close links with local schools. She has agreements with the school and parents that information can be passed through her to ensure parents are made aware of their children's morning at school. This includes activities they have participated in, individual achievements and any concerns. Effective contact books and verbal information promotes good partnerships with parents. Parents are actively encouraged to inform the childminder of any changes in circumstances, behaviour or events that affect the childminder's care for that child. Concise and useful information is given to the parents on collection about the child's routine care, such as feeding and sleeping, as well as activities, outings and any particular achievements for the day. Parents also have daily access to a complete selection of policies and procedures that positively reflect the childminder's practice

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

Children have fun and enjoy themselves in the childminder's care. They are well supported by the childminder so they have the confidence to attempt new and challenging experiences, such as cruising round the furniture. Children make confident, independent choices with regard to their activities and receive positive and enthusiastic interaction from the childminder. She uses effective open-ended questioning to encourage children to think for themselves and to become inquisitive learners. Children are encouraged to be vocal and express themselves through conversation and gestures. Very young children listen intently to other children's conversations with the childminder and show a good understanding through laughter and smiles. The childminder actively promotes children's understanding of letters and sounds by labeling children's baskets for their shoes and belongings when they first enter the house.

Children are introduced to mathematical language and problem solving through everyday activities and play situation. For example, a child finds three chickens within the duplo farm, the childminder finds another with them and helps the child to count the total of chickens they have found. Children thoroughly enjoy and explore the richness of the outdoor environment. They watch the birds, through the conservatory, landing on the feeders and match them to the printed pictures, at their level on the glass window, to enable them to match and identify the birds in the garden. Children experience nature through trips to farms, where they encounter lambs, piglets and calves. The childminder also takes children to local woods and wild flower meadows to explore mini beasts and experience the life cycle of butterflies. In wet weather children stomp in puddles in the quiet residential lane and experience the wind and rain. Through these activities, children learn the benefits of fresh air and regular exercise. These activities and practices helps children gain skills for the future.

Children gain high levels of self-confidence and self-esteem in the childminder's care. The plentiful praise and recognition of children's work and achievements help children to value themselves and respect others for trying and participating in new activities. New children settle quickly through sensitive cuddles, hugs and reassuring conversations. Children behave very well, quickly understanding their boundaries in the childminder's care. She uses simple explanations and discussion to promote positive behavior. Children say please and thank you and show a great respect for each other, regardless of their age. The childminder is very patient and accepting of children's differing characters and personalities. Her positive role model reflects highly on children's attitudes towards each other.

Children's understanding of hygiene and healthy habits is highly promoted. Children independently go to the toilet, wash their hands and dry them effectively because the childminder shows them and explains to them the importance of good hygiene through her daily routine. For example, on returning from school, four year olds go to the bathroom, wash their hands, dry them and sit at the table ready for lunch having watched the childminder do the same. Each child has their own labeled flannel to prevent cross infection. The childminder reminds children to blow their noses and actively wipes babies noses, disposing of tissues appropriately. Children are provided with an extensive array of healthy choices at meal and snack times. They are encouraged to eat socially, learning good habits from each other. Every child has a drinking vessel appropriate to their age and stage of development and is encouraged to drink whenever they are thirsty.

The childminder carefully and flexibly plans for children's development, ensuring that all the areas of learning within the Early Years Foundation Stage are promoted. However, the planning is based on a group of children and does not identify individual children's development targets for these activities. The childminder gains basic information when children first settle and carries out an initial assessment to inform the planning for children's future development. Observations are made of children's individual achievements and are clearly linked to the areas of learning but are not linked to the stage of development that individual children have achieved, making it difficult to chart children's progress.

## 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	1
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

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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	1
The extent to which children make a positive contribution	1
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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