

## Inspection report for early years provision

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<b>Unique reference number</b>	EY407070
<b>Inspection date</b>	18/01/2011
<b>Inspector</b>	Cilla Mullane

<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 was registered in 2010. She lives with her husband and child in a residential area of Margate, Kent, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, There are steps to the front door and in the garden, and the bathroom is upstairs.

The childminder is registered to care for a maximum of six children under eight years any one time, of whom no more than three may be in the early years age range. She is currently caring for two children in the early years age range on a part time basis. She is also registered on the compulsory and voluntary parts of the Childcare Register to care for children aged under eight years, and is looking after five children in this age range. She also cares for children aged over eight years.

The family has a dog.

The childminder collects children from the local school and attends parent and toddler groups on a regular basis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy learning through play with the childminder, who supports their play, and plans activities to a satisfactory standard in order to meet their individual needs. She is very professional in her work, all required documentation is in place, she respects parents wishes, and provides them with useful information about her service, policies and procedures. She does not yet liaise fully with other settings, such as nurseries attended by the children, to promote continuity. Children's welfare is well promoted, and they feel especially safe in her warm and supportive care, and respond well to her positive interaction. The home is safe and welcoming, resources are plentiful and of good quality, but not all are accessible to the youngest children. Although she has started to consider her strengths and areas for improvement, she has yet to make fully effective use of self evaluation to constantly 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:

- make better use of systematic observations and assessments of children's achievements, interests and learning styles to ensure children make progress in all areas of learning, and to demonstrate how well they are progressing
- increase the two-way flow of information with parents to promote a shared understanding of children's individual needs, and involve parents in practical

- ways to support their child's learning and development
- liaise with other setting attended by children, such as nurseries, to promote continuity of care and learning
- develop the environment to improve children's ability to choose their own toys and activities and resources, and initiate their own play
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children

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

The childminder is organised, she plans her time with the children, and has all the required documentation in place. The childminder is newly registered, and has set up her childminding service thoughtfully and professionally. She has information to hand to guide her to take the correct action should she have concerns for children's welfare. She checks her home for hazards on a daily basis, so children can move around freely and safely. For example, she checks wires and cables, and that cleaning products are inaccessible. When out and about, the childminder ensures that she has information in her bag stating that she is a childminder, and the children are not hers. This would help to protect children if something happened to her.

The childminder makes the house welcoming for children by rotating her selection of toys, choosing daily resources which she knows the children will enjoy and learn from. The majority of toys are stored upstairs, which slightly limits children's ability to initiate their own activities.

The childminder has just started evaluating her practice, and has a good understanding of where her strengths lie, and she intends to build on these. She has made some improvements since registering, for example, she now has an extensive range of good quality games to play outside when the weather improves. However, her plans so far have not had a significant impact on outcomes for children.

Parents references show that they appreciate the opportunities offered to children to socialise and meet other people. They are pleased with the extent to which the childminder promotes children's speech. They feel their children are happy and settled. Communication books give parents sufficient information about their children's food and activities, and a good amount of useful information, for example, about children's good health, is displayed on a notice board. Parents see their children's records of observations and planning at regular intervals, but do not generally receive guidance about how to extend and support their learning at home. Where children attend other settings, such as nurseries, the childminder has a general awareness of their wellbeing, but has not yet established links with key persons to share knowledge of progress in order to promote consistency of care.

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

The childminder carries out regular observations of children as they play, which form a lovely record for parents. She uses these effectively to plan next steps for individual children generally across all areas of learning, taking into account their age and interests. Therefore, all children make satisfactory progress. However, records do not yet show how well children are progressing, and they do not yet enable the childminder to check that she is considering all aspects of their development.

The childminder interacts with young children positively and warmly, so they enjoy learning through play. She chats to toddlers constantly, reinforcing their attempts at speech, and children copy her, saying 'who is it' into the toy phone. They are making links in their play, looking at a picture of a dog in a book, and rushing to the kitchen to see the family dog. Children look at a circle shape, and go to the kitchen to find the letter 'O' magnet on the fridge. She patiently demonstrates how things work, and toddlers quickly learn how to clear the drawings on the 'etch a sketch'. Outings are frequent, and children meet other children and adults in the safe environment of carer and toddler groups.

Young children feel very safe in the childminder's care. They are confident to point at the toy they want, saying 'This'. They raise their arms to be lifted from the highchair. The childminder helps to make them feel cosy and secure. For example, when toddlers fetch their own drink from the side, she cuddles them warmly as they drink. They are confident and learning to be independent, taking the top off their bottle without help. If children stay overnight, the childminder gives them a sense of belonging by letting them see where they are going to sleep.

The childminder frequently praises children enthusiastically, and as a result children have good self esteem, and are proud of their achievements. They beam with pleasure, clap themselves and are confident to try new experiences. Young children are starting to think about the feelings of others, showing interest as the childminder acts out the different emotions, for example, surprise, on a poster depicting children showing different moods.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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