

Inspection report for early years provision

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Inspection date	25/01/2011
Inspector	Karen Scott
Type of setting	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*.

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Description of the childminding

The childminder was registered in 2010. She lives with her husband in Faversham, close to schools, pre-schools, shops and parks. The home is approached by a flight of steps. There is rear access to the home without steps but children play in a dedicated playroom which is down a flight of stairs. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and may care for a maximum of three children in this age range at any one time. She is currently caring for eight children on a part-time basis in this age group. She is also registered on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from schools and attends several toddler groups on a regular basis. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and supportive environment. They participate in a range of activities that help them to develop skills across all areas of learning supported by a childminder who knows them very well and plans events to support their emotional and developmental needs. Consequently children are thriving and making good progress. Although the childminder has just started to formally appraise her setting she does so daily as she interacts with children, learning from them how to improve outcomes and consequently her practice is evolving.

What steps need to be taken to improve provision further?

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

- continue to reflect on practice, identifying strengths and priorities for development that will improve the quality of provision for all children, including the views and opinions of parents and carers.

The effectiveness of leadership and management of the early years provision

Thorough and robust risk assessments help the childminder to provide a safe and secure environment for children and to keep them safe when away from the home. Potential risks are identified and action taken and children's safety is always in the childminder's mind. For example, when children are playing with water the childminder quickly wipes up spillages and removes tripping hazards. The childminder helps children to think about their own safety and they remind her

about keeping safe when out and about, for example. The childminder models good hygiene practices, encouraging children to do so too. Children play in a dedicated playroom where they make choices about what they play with from a range of toys and resources that are suitable for their ages and stages of development. Furniture is child sized and space is used very effectively to meet children's needs and to create a warm and welcoming environment. Further toys and resources are regularly borrowed, broadening children's experiences. For example, children are enjoying exploring a borrowed treasure basket at the moment. The childminder interacts with children, extending their learning and modelling play.

The childminder is keen to provide an ever evolving service to children and their families and makes targets for improvement that are realistic and all about improving outcomes for children. She has started to fill in the evaluation form but uses her daily practice and observations of children to jot down ideas for improvement. For example she is in the process of making pictorial aids for the front of toy boxes to aid children's self selection. The childminder asks parents and carers their views as she appreciates their opinions and is thinking of devising a questionnaire to further hear what they have to say when children have been attending for a while. The childminder also liaises with other childminder's and early years settings, sharing ideas for good practice.

The childminder knows the children that she cares for very well, enabling her to provide a supportive environment for them. For example, she helps a child to settle by ensuring his favourite toy is available when he arrives and provides resources that a child can pull himself up at and play with when he is beginning to learn to walk. Diversity is acknowledged and resources provided that promote differences and parents and carers are encouraged to share their celebrations with everyone else. When English is an additional language the childminder works closely with parents and carers to share words so that she is able to offer words of comfort when needed. Although not currently caring for any children with additional needs the childminder has good strategies in place should the need arise. The childminder has established strong partnerships with other settings delivering the Early Years Foundation Stage that children attend and children are enjoying the benefits of partnerships promoting children's achievement and well-being. Parents and carers are provided with good quality information about the provision and daily diaries keep them informed about their child's day. Parents and carers are encouraged to contribute to them and the children's Learning Journeys which they read regularly, appreciating the opportunity to share in their children's learning. This enables them to continue the learning activities at home too which they enjoy doing. Parents and carers are welcomed warmly into the setting and the childminder works closely with them to meet children's needs, providing reassurance and support. They know that they can contact the childminder whenever they wish. Parents and carers are very appreciative of the support their families are given and feel that their children are making excellent progress and are very settled with the childminder who promotes their development at a range of activities.

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

Good quality interaction and well organised routines help very young children to become secure and confident in the setting. Children go to the childminder for support when upset and her reassuring and comforting words provide calmness and reassurance to them. Children learn about how to keep themselves safe when playing and when out and about and are encouraged to take safe risks with support from the childminder. For example, children climb apparatus in the park supported by the childminder who is always at their side. Young children appear content and settled because their health, physical and dietary requirements are well met. They are able to help themselves to a drink of water whenever they wish having their own coloured beakers which they recognise and drink from regularly, showing an awareness of when they are thirsty. They enjoy home cooked and nutritious meals, experiencing a diverse range of flavours, expressing their likes and dislikes. Children engage in physical activities in the garden, at the park and at the gym, helping them to understand the importance of exercise as part of a healthy lifestyle. Good hygiene routines such as washing their hands before eating and after nappy changes help them to understand the importance. Children show a positive attitude to play and are willing participators in activities. Their art work is displayed prominently, making them feel that what they have created is valued, and artwork is individual to the child making it. Photographs on display are enjoyed by parents and children. Children bring toys from home to share, making a connection between home and the setting.

Children benefit from participating in range of adult and child led activities that expand their learning across all areas of development. The childminder makes regular observations of children and uses them to assess stages of development where children need further support. Activities are planned with the needs of individual children in mind. The childminder realises that children learn more when they are engaged at activities that they enjoy and ensures that she provides these. Sound knowledge of the children that she is caring for enables the childminder to do this and consequently children are making good progress through the developmental stepping stones in an environment that meets their individual needs. Children enjoy sharing books with the childminder in a cosy area, interacting with stories and books through actions. Children explore differing textures such as water and play dough, using a range of resources to create artwork which they enjoy looking at when finished. Children learn through play, looking for different colours in the local environment, for example. Children feed the birds and explore nature, collecting leaves to make collages with. Children are developing skills for the future. They participate in role play, acting out experiences, and go to the supermarket where they purchase foods, scanning and paying for specific items. Regular visits to a range of groups helps them to develop their social skills and the childminder involves the children in much discussion. Overall children play well, becoming active and inquisitive learners, exploring their surroundings with curiosity and interest.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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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