

Inspection report for early years provision

Unique reference number	EY414207
Inspection date	03/02/2011
Inspector	Jenny Kane
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*.

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 August 2010. She lives with her partner in South Ashford. The ground floor of the childminder's house is used for childminding. Children have access to a secure enclosed rear garden for outside play.

Schools, pre-schools, toddler groups, shops and parks are within walking distance.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the Early Years age range. She is currently minding three children in this age group.

The childminder holds a level 4 childcare qualification. She attends the local childminder support group and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children enjoy a good relationship with the childminder who has a clear understanding about their individual backgrounds. She has a good insight into how children learn through play and extends their learning well, helping their progression in the Early Years Foundation Stage. The childminder is establishing generally good links with other providers. The childminder has identified the areas in which she wants to progress and self-evaluation is effective in helping to raise standards. Overall, good partnerships with parents ensure the childminder meets the individual needs of all the children in her care. The childminder demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the systems for maintaining links and sharing written information with other providers involved in the care of the children
- consider involving parents further in their children's learning and development, for example, by encouraging them to contribute more to the process of observational assessment .

The effectiveness of leadership and management of the early years provision

The childminder is well organised, has all the relevant documents to hand and has her home ready for when children arrive. Her understanding and awareness of child protection is good and children's safety and wellbeing are a top priority. She shares her safeguarding policy with parents helping them to be clear about her responsibilities. All adults who have contact with the children are suitable and vetted. The childminder ensures a safe environment by carrying out daily risk assessments of the areas and the resources used by the children. She encourages children to think about their own safety, for example they practice fire drills, understand the simple house rules and learn about crossing roads safely when on outings.

The childminder knows the children and their families well and strives to provide a supportive and inclusive service. Some children attend pre-schools and she is developing links with these providers. One of these groups provides good verbal communication, whilst the other has yet to share information. Neither of the providers, as yet, shares written assessments or information about progress. This means she is unable to build on what children are already doing within the Early Years Foundation Stage at other settings. However, the childminder is very keen to work in partnership with others and sees the benefit of this to the children. Partnerships with parents and carers are good. The childminder provides clear written information about her service and her policies to parents when their children first start. Ongoing discussions on a daily basis keep parents up-to-date with what children have done during the day. Contact books back up this and parents look at these weekly. They hold interesting information, including photographs and samples of work.

Children have access to a suitable amount of toys and equipment which are of good quality and are easily accessible. Some of these reflect diversity and positive images. She enjoys the support of other childminders, attending the local group and accessing training. This sharing of ideas and skills benefits the children. Children are learning about recycling, composting and enjoy visits to the local environmental centre. These help them to learn about sustainability. The childminder's commitment to her personal development is good and she sees the value of additional training to update and refresh her childcare knowledge. She uses self-evaluation to identify her strengths and areas for improvement. Although newly registered, she has already made some improvements to her service. Her plans for the future are well underway and she demonstrates a clear ambition to secure future improvement.

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

The childminder provides a good range of activities which are suitable, appropriate and cover all the areas of learning. As a result, children make good

progress towards the early learning goals in relation to their starting points. Parents are encouraged to complete a 'Getting to Know Me' form giving details of particular likes, requirements and what parents feel their children can do. This enables the childminder to establish their starting points. She plans activities in line with children's ideas and suggestions and has these in writing. She continually monitors their progress using observations of the children during play. This helps her to assess and plan the next steps in their learning. This information is stored in children's individual learning journals which are updated regularly and have clear notes about their achievements. However, although parents look at these folders, they are as yet not fully involved in sharing the assessments.

Children are happy and attached to the childminder. Their social skills are developing well. They enjoy meeting and socialising with others at the various groups they attend, for example, 'music time'. During play they select activities and toys from the cupboard and confidently ask for favourite items. Children have free access to all the toys; the childminder encourages children to look at differences and to learn to respect each other. She encourages inclusion and is clear about promoting equality. She has experience of caring for children with a range of additional needs and is confident about providing support to any child with special educational needs and/or disabilities. Children play in a safe and secure environment which is bright and child friendly. They learn about dangers and staying safe by gentle reminders and good explanations. For example, they know not to climb and run indoors, they help to clear up the toys and they join in fire drills to learn about a quick exit if needed. Children's behaviour is good because the childminder interacts well with children during their play, offers good support and helps to extend their learning by making activities fun.

Children talk clearly, express their opinions and listen well. They develop their love of books through frequent visits to the library. They have their favourites which they look at with the childminder and are able to retell stories. During a game with the matching cards they identify various animals and enjoy shouting 'snap' when they match. Children have access to a lap top computer which they use under supervision to play games and look up information. Opportunities to use mathematics during play are good. Children concentrate well with puzzles fitting pieces together. When playing with the 'spotty dog' game children turn the spinner and find the dog with the corresponding number of spots, counting confidently. At snack, they count the raisins and share an apple. They understand that by cutting it in half they make two pieces and when they cut it again they have four. There is a good supply of art and craft materials and children enjoy cutting, sticking and model making. When playing with the dough, rolling and making shapes, they recall that they made their own pizzas recently.

There are good opportunities for physical activities each day both indoors, in the garden and on outings. The childminder is well organised on outings, carries records of the children and suitable supplies and she risk assesses new venues to make sure they are suitable for the children. Children gain an understanding of the wider world through nature walks and visits to the lakes to look at wildlife. The walk to school takes children through parkland and this encourages an awareness of taking exercise and fresh air while learning about their local environment. Children are learning about where food comes from as they help grow vegetables

in the garden. They learn about good personal hygiene practices and know they need to wash hands before lunch. The childminder has high standards of hygiene. Children make healthy choices and develop healthy eating habits. The childminder has a healthy eating policy and provides a nutritious diet for children in her care. She knows if any have particular dietary needs or allergies. She provides nutritious meals and snacks for the children, using fresh ingredients and has a menu available. Children eat together at the table; they have good table manners and like to help to prepare the food. Drinks of milk and water are readily available throughout the day.

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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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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