

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY319942
<b>Inspection date</b>	10/02/2011
<b>Inspector</b>	Linda Nicholls
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 husband and child in New Ash Green, Longfield, Kent. Ground floor rooms and an upstairs bedroom are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is registered to care for a maximum of five children under eight years at any one time, of these no more than three may be in the early years age range. Registration includes overnight care for one child under eight years. The childminder also offers care to children aged over eight years to 11 years. There are currently four children on roll in the early years age range. The childminder drives to local schools to take and collect children. The family has a cat.

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

Overall the quality of the provision is outstanding.

The childminder expertly assesses her comprehensive knowledge of each child's needs and applies this to ensure children's welfare and learning is securely promoted. Overall, children are safe, secure and demonstrate their eager enjoyment of learning in a welcoming home. The partnerships with parents and others, such as the children's centre and a school, ensure the needs of all children are met. Regular reflection and a thorough system of self-evaluation is used to identify individual priorities and those for the continuous development of the service the childminder provides.

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

To further improve the high quality early years provision the registered person should consider:

- expanding knowledge of the phonic method to support the development of early communication and reading skills

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

The childminder has a professional understanding of safeguarding children procedures and is clear about her role and responsibilities. Policies reflect current Local Safeguarding Children Board procedures. Clear and meticulous records are maintained and children are supervised directly at all times. The childminder effectively ensures all appropriate checks are completed for adults living in her home. Thorough annual risk assessments, both internal to the home and external,

for routine and occasional outings, are undertaken. A daily visual check together with wide ranging safety procedures, ensure that the premises are safe and hygienic. The childminder makes excellent creative use of a variety of resources from within the home, including displayed photographs of stored resources from which children can make independent play choices. The indoor space is very well organized with open, labelled storage boxes in the living room and educational displays. The garden provides space for outside play and gardening activities. Children access fresh air, physical exercise and benefit from daily outdoor experiences. Children play safely and they learn in a calm and considered way to be responsible for their personal safety with the practice of fire exit procedures every two months. There are plenty of good quality books of fact and fiction, small world people and role play items, construction items, craft media and interactive technology available for children to experiment and extend their learning. The childminder regularly attends the local children's centre and toddler groups so that children learn social skills and make positive relationships as they meet others from the local community.

The childminder is highly committed to equality and inclusion working effectively with parents to gain information about children's starting points and personal requirements. Innovative procedures are in place to help all children and their families settle quickly, including visits to the child's home. Personal files describe and reflect rapid individual progress. Regular discussions and newsletters with parents keep them well informed. Astutely evaluative monitoring procedures are linked to the early learning goals. Meticulous planning supports children's individual learning and well-being and also highlights areas the childminder wishes to develop. The childminder is self-motivated to work with outside agencies contributing to the spread of information to assess and support children including those with special educational needs and/or disabilities. She is a member of the steering committee of the local Children's Centre. The childminder recognises different cultures and celebrations with a range of resources, including dual language books. She provides and plans for activities and festivals that reflect the seasons and a variety of cultures. The childminder understands the importance of working with other settings of the Early Years Foundation Stage that children attend, especially at transition times, for example when children move into school, so that continuity of care can be maintained.

The childminder reflects critically upon her practice. All required policies and procedures are attractively presented for parents to view at any time. She invites parents to comment on the service she provides and encourages children to offer ideas and suggestions which she then incorporates into her planning. She has identified priorities for improvement of her provision; to again approach local pre-schools for the support of children's learning and development, to develop daily or weekly information of children's experiences and activities and to develop her knowledge of the phonic teaching method.

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

Children show they are very content as they enthusiastically engage in their play. They develop excellent relationships with the childminder who provides highly effective emotional and practical support. Children receive constant and appropriate praise for their achievements and attempts, so they show an established confidence, positive behaviour and self-control. They are able to explore a variety of cultures and customs as the childminder introduces plenty of resources and activities, including music and foods. The childminder ensures children learn about their local community with visits to the local parks or walk in the locality. Children confidentially express their feelings and share these with the childminder; they giggle and smile with her because they feel safe. The childminder provides an excellent role model so they learn to contribute, to respect themselves and care for others. Children show a very good awareness of themselves; they know where items are kept and know the names of other children they meet at the childminders home.

Children rapidly learn to communicate because the childminder spends her time supporting them as they practice and expand their language skills. Children progress rapidly taking into account their age, ability and starting points and the childminder plans to increase her knowledge of the phonic method of language development. She listens closely to the sounds they make, simply describes what they are doing, then discusses events or asks simple questions to challenge them and make them think. They learn to listen with care as she invites them to share their thoughts or explain what they want to do next. Children clearly pronounce shoes, cat and the names of colours. Children are encouraged to be creative using a range of materials and media, to develop their sensory skills and to express their ideas. They learn about number and position as they move the brush up and down the page and count one, two, three, as they catch the ball of silver foil. They successfully identify what will happen next from the pictorial time line. Children learn how to stay safe as they contribute to the displayed house rules. The childminder explains safety issues, such as road safety as they walk to and from school and the fire evacuation procedure is practiced every two months. They learn about healthy lifestyles including good hygiene procedures such as keeping their hands and faces clean. Fresh drinking water is accessible should they need it and the childminder works closely with parents to supply healthy and nutritious light meals. Toddlers enjoy being cuddled and the childminder works with parents to ensure individual sleeping routines allow them to rest when they need. Children extend their developing physical skills at children's centres and local play parks. They are proud of their achievements. They smile as they press down the button to make the carousel spin.

Children make rapid and significant gains in their learning because the childminder provides a calm and welcoming environment. The organisation of the educational programme reflects a range of experiences that meet the needs of all children. Children are absorbed and interested in what they do because the childminder provides equipment and activities that reflect their interests. For example, each child has their own book of photographs they examine closely. Assessment is made

through constant and astute observations of children's play. The childminder is highly experienced using an extensive application of the learning and development requirements to support children's learning and progress. Records clearly identify the areas of learning so that parents are informed of their children's achievements linked to the early year's goals. The childminder ensures they have plenty of time to extend their own play because she is confident to allow them to follow their own interests and to take a full and active lead in their own learning.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----