

Inspection report for early years provision

Unique reference number	EY367078
Inspection date	02/02/2011
Inspector	Beryl Witheridge

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.

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Description of the childminding

The childminder was registered in 2008. She lives with her husband and two school aged children in Rochester, Kent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of 12 children at any one time, when working with two assistants, of whom six may be in the early years age group. When working with one assistant the maximum is 10 children, of whom six may be in the early years age group and when working on her own she is registered to care for four children of whom three may be in the early years age group. She is currently minding 13 children part time, of whom five are in the early years age group. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks to local schools to take and collect children. The childminder attends the local parent/toddler and childminding groups. The family has a dog, two guinea pigs, six budgies and two goldfish.

The childminder can support children with special educational needs and/or disabilities. She is a member of an approved childminding network and is currently in receipt of funding for nursery education for three and four year olds. She 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 childminder demonstrates a secure knowledge of each and every child she cares for which enables her to provide for their individual learning and development. The written observations and assessments do not always reflect this. Children's safety and well-being are promoted well because the childminder has a good understanding of the welfare requirements and acts upon these. The childminder has an excellent partnership with parents and other providers which effectively helps her to meet the unique needs of each child. Her positive use of her self-evaluation and reflective practice ensure that the childminder is successfully continuing her professional development and the continuous improvement of the service she provides.

What steps need to be taken to improve provision further?

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

- promote positive attitudes to diversity through activities that encourage children to talk about similarities and differences and the reasons for them to help children to value aspects of their own and other people's lives
- develop the use of ongoing observational assessments of each child's

achievements and interests and use them to provide relevant and motivating learning experiences that meet children's individual needs.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of the local safeguarding children procedures; she has undertaken updated training and is very aware of her role and responsibility towards the children in her care. She communicates her duty of care to the parents through a very well-developed safeguarding policy and the supporting documentation. This means that children's safety is given high priority. All adults in the home are suitably vetted. The comprehensive risk assessment system means that any hazards within the home and garden or on outings are minimised ensuring children's safety at all times. When walking to and from school, all children, the childminder and her assistants wear high visibility jackets which provide extra safety to the minded children.

Children are valued as individuals and treated with equal concern. They are provided with activities which they can all take part in but these are adapted to meet their own unique needs. Resources are all accessible and suitable to the needs of the ages and stages of the children cared for. Children learn about their local community and the wider world through many outings and activities which are aimed towards their level of understanding. They have regular walks in the woods, they visit places such as country parks, zoos and the Museum of Kent Life. The childminder promotes diversity but is aware that this is an area where she could provide more opportunities for children to learn about differences and similarities and to value aspects of their own and other people's lives.

The childminder is very well organised. All required documentation is in place and she has devised a wide range of policies and procedures which are shared with parents both in paper form and on her website; these underpin her good practice. She has worked hard on the self-evaluation form and built this into a useful document which helps her to identify her strengths and also areas for improvement such as making children's observations more inviting to parents or the development of an outdoor play area with safety flooring for the children. She extends her professional development through meeting with other childminders and exchanging good working practices as well as undertaking further training. She is an accredited childminder and receives regular support from her coordinator.

The childminder has excellent relationships with other providers in the area. She works closely with the local pre-school and the school ensuring they receive up-to-date information about children's development thus ensuring a smooth transition from her to them. Her relationship with parents is outstanding. She keeps them fully informed of their children's day and development. Newsletters are sent out regularly and parents are able to see their children's observations and assessments at any time and have an input into their children's future learning. They also have access to her website where they can see photos of their children enjoying the many activities provided for them. Letters from parents, regarding the childminder,

are all glowing in their appreciation of her and words such as wonderful, brilliant, caring and outstanding are all used to describe her and her provision. The childminder demonstrates a clear understanding of how establishing partnerships are effective in supporting children's learning and development.

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

Children are very happy and settled in the childminder's care and build close relationships with her and other children. They have easy access to an exciting range of toys, resources and activities which help them make good progress within the early learning goals. The childminder sets up her home to make it a stimulating and inviting environment where children are confident to make independent choices about what they play with. For example, they enjoy role play, acting out familiar situations, then take part in music and dance accompanying the music with musical instruments followed by experimenting with shaving foam, they then move onto the trains and afterwards sit quietly listening to and joining in with stories read by the childminder and finish with action songs and rhymes. They are busy, active and inquisitive children with a thirst to learn which is fully supported by the childminder.

The childminder is beginning to develop a good system to record and chart children's progress. She discusses with parents what children can do when they first start and tracks their progress through observations. This information is then used to plan activities based on children's interests and abilities. Next steps emerge from the observations and the childminder's knowledge of each child but there is little evaluation or assessment of the observations.

Children feel valued and have a strong sense of belonging in the childminder's care. Examples of their artwork are displayed around the room which makes them feel at home and the childminder talks freely about their family with them. The childminder is skilful in supporting children of different ages, through her interaction she ensure the same activity is meaningful for different children by asking questions and providing resources which are appropriate for their ages. Children learn well through this interaction with the childminder and with each other.

Children are supported to learn good hygiene skills through the use of effective routines. For example, the childminder has installed a soap dispenser and a paper towel dispenser in the bathroom for the children to use, therefore, minimising the risk of infection. Food provided is fresh, homemade and well balanced; children know how to make healthy choices. They are able to plant, grow and pick their own fruits and vegetables which they then wash and eat; they understand what is good for them and their bodies. Children take regular walks in the woods and talk eagerly about what they have seen there and how the childminder's dog likes to chase the squirrels. They love singing and dancing and understand what is happening to their bodies when they exercise. High importance is given to their safety and they learn to keep themselves safe. They take part in regular fire drills

and demonstrate a good knowledge of road safety.

The childminder supports children's behaviour. She is an excellent role model and remains calm at all times. She encourages children to respect each other and take turns and sharing. Children benefit from lots of praise and encouragement which teaches them to look for attention in a positive way and builds their confidence and self-esteem. Children's social skills are developed through visits to the childminding group where they meet other adults and children in a safe environment. Children are provided with effective learning opportunities in a safe and caring environment. Their language skills are promoted through discussion and they love to help in the telling of stories, anticipating what happens next. Children have access to an extensive range of experiences which contribute towards their learning and development.

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	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	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	1
The extent to which children adopt healthy lifestyles	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met