

Inspection report for early years provision

Unique reference number	EY266456
Inspection date	17/02/2011
Inspector	Claire Parnell

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 2003. She lives with her husband and two children in Pembury, Tunbridge Wells, Kent. The childminder uses the lounge, dining area, kitchen, downstairs toilet, hallway, upstairs bathroom and two bedrooms for childminding use and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time. She is registered on the Early Years register and the voluntary and compulsory parts of the childcare register. She is currently minding three children in the EYAR on a part time basis, although one child is at school full time. The childminder drives or walks to local pre-schools to take and collect children. The childminder attends the local toddler group, Sure start centres and childminding group. The family have two cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder meets the unique needs of each child in her care exceptionally well and promotes their welfare and learning successfully. Children are provided with a stimulating range of activities based on the Early Years Foundation Stage that enables them to explore and investigate in a safe and secure environment. This promotes their learning and development to a high standard almost all of the time. An outstanding partnerships with parents and other settings helps to promote the continuous learning and welfare needs of all the children in the childminder's care. A highly successful evaluation system is used by the childminder to give priority to the areas identified for improvement which will develop the outcomes for children; therefore she has an outstanding capacity for maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- extending the tracking system to help parents/ other carers plot children's development

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is promoted very well through the childminder's excellent practices. Thorough risk assessments of her home and all aspects of her

service are carefully monitored and evaluated to ensure children's safety is given high priority. She updates her knowledge and understanding where ever possible to improve her practice. For example, she has attended additional safeguarding training and ensures her first aid certificate and training are renewed. The childminder has a comprehensive knowledge of local child protection procedures and is confident about the procedures to follow if she has a concern about a child in her care. Parents are made fully aware of her responsibilities towards the welfare of the children in her care through well written policies and procedures. Full procedures are followed regarding the recording of medication administration and children's accidents/ incidents. Children are thoroughly protected through a wide range of written permission obtained from the parents when they initially start with the childminder.

The childminder is fully committed to the continuous development of her service for children and their families. She takes time to reflect and evaluate on what works well and what needs to be developed, this is demonstrated through a regularly updated and electronically submitted self evaluation. She is pro-active in gaining additional information about training and new initiative within the welfare and learning and development aspects of child care. She takes on board advice from other professionals and uses excellent support networks through Sure Start centres, development workers and other childminders to introduce new strategies and practices which improve the outcomes for children. For example, the childminder has assessed the effectiveness of her risk assessments and has applied for additional training to ensure her systems are fully implemented and improved. The childminder also uses comment from regular questionnaire from parents to assess her service and makes changes according to parents and children's individual needs.

The childminder arranges her home to maximise children's learning potential. The furniture, equipment and resources are of a high quality and very suitable for the age and stage of the children attending. Therefore the resources highly support children's learning and development. Children make choices as to where and what to play with as activities and resources are accessible in low level shelf systems, clearly labeled with words and pictures for children's association with play. The childminder rotates the resources to maintain children's interests. They enjoy using resources both indoors and outdoors within the childminder's home as well as within the local community. Therefore children benefit and thrive as a result of the setting they are in.

The childminder makes it a high priority to promote diversity within the setting and actively promotes an inclusive practice. Children have access to a multitude of resources that positively promotes and celebrates the differences with their society. The childminder is very aware of children's backgrounds and positively reflects this through the planned activities and free choice of resources.

The childminder promotes excellent partnerships with parents and other settings. A wide range of information , either displayed or written, is shared constantly with the parents. A written contact book results in reciprocal communication between the parents, the childminder and other settings to ensure continuity of care is offered at all times. The childminder produces an annual review of the children's

care and learning to share with the parents, to ensure changes are made, progress is monitored and achievements are actively shared. Parents are fully involved in their children's learning and development. The childminder has established very good links with local schools, nurseries and toddler groups and works effectively to ensure she is complimenting what the children are receiving there.

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

Children are very settled and thrive in the childminder's care. They learn and develop at a very good pace due to the childminder's planning and provision of a wide range of activities based on their skills and interest. The childminder is very skilful at providing a balance of adult-led and child-led play. For example, children play with their choices of activities but when their interest wane, the childminder is quick to suggest a cooking or craft activity that promotes all areas of learning. She knows when to join in with children's play by carefully observing their actions and uses effective open ended questions to develop the children's play further such as "where are the cars that go in the garage". She also knows when to sit back and allow the children to explore and investigate their play. The childminder skillfully watches the children interact with each other and supports their social play by introducing new resources that allows turn taking and sharing to occur. The childminder knows the children very well and is fully aware of what stage of developmental they are at. The activities, learning opportunities and interaction from the childminder clearly promotes children's skills for future learning.

The childminder has established very effective planning and observation systems that reflect each child's progress and development. Initial starting points are gained from parents through discussion when they settle and the childminder uses these to plan for their next steps of development. Written observations and photographs are used effectively to link children's achievements to the Early Years Foundation Stage. Their development is plotted towards a written explanation of their stage of development but does not always link to the age related stage of development within the framework to ensure their progress can be easy tracked by parents or other settings involved in the care of the children. Children's individual progress is clearly linked to their capabilities and plans for future development.

Children feel valued and have a strong sense of belonging in the childminder's care. They recognise themselves with pride in photographs displayed at their level throughout the setting. They have a warm relationship with the childminder who talks to them about their home life and shares her children's experiences with them too. The childminder ensures that all experiences are purposeful, and meaningful to young children. She constantly talks about amounts and colours as they play with cars and whilst cooking. They help themselves to books and are introduced to the written word through labels on resources and equipment. There is lots of talking and communication between the children and the childminder, therefore children become confident communicators. The environment is rich in signs symbols, words and numbers due to the wealth of displayed posters, photographs and labels around the setting. This means that children can

effectively express themselves and make choices for themselves.

Children participate in numerous opportunities to develop their physical skills. They are encouraged to feed themselves at snack time using fine motor skills to hold the food and take pieces of fruit from individual bowls. They enjoy music which is promoted through the use of cd's and puppets to introduce new songs such as "five little monkeys". The childminder actively encourages new movements such as acting as the five monkeys jumping. Accessible ride on equipment is used to promote gross motor skills such as pushing and balance. Children take part in growing activities in the summer months where they produce their own fruits and vegetable such as carrots. The childminder uses these opportunities to help children understand about the changes that occur as they grow. Children's healthy appetites are encouraged through cooking activities and through social eating. Their dietary requirements are carefully adhered to through regular conversations with parents about progressing to their next development stage. Children have access to fresh air and exercise every day. They benefit from the regular routines of washing hands before cooking, snack ,meal times and after toileting. Careful thought has been given to children accessing individual paper towels to prevent cross infection.

Children are set clear boundaries by the childminder who positively reinforces sharing and social aspects of play. Children are very well behaved due to the positive interaction fro the childminder and the close supervision of children in her care. They learn how to behave and be polite to each other because the childminder acts as a good role model and praises children's efforts, therefore building confidence and self-esteem. Children are reminded of safety aspects within the setting such as standing of settees to watch outside. Children react quickly and positively to the childminder's explanations about safety. Young children demonstrate their understanding of safety by carefully crawling upstairs together to ensure they reach the top safely.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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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