

## Inspection report for early years provision

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<b>Unique reference number</b>	EY347670
<b>Inspection date</b>	17/02/2011
<b>Inspector</b>	Jan White
<b>Type of setting</b>	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 2007. She lives with her partner and one school aged child in Chatham, Kent. All areas of the property are used for childminding and there is a fully enclosed garden for outside play. The setting has several steps to the front door. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group.

The childminder is registered to care for a maximum of five 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 caring for four children in this age group on a part time basis. She also offers care to children aged over eight years to 11 years. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of an approved childminding network and is currently in receipt of funding for early education for three and four-year-olds.

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

Overall the quality of the provision is outstanding.

Children are provided with a variety of stimulating and interesting activities which links to their individual interests. They are enthusiastic and excited as they play with a wide range of toys. Children benefit from learning about their local area and the world around them. They explore through their play by using interesting resources in a secure and safe environment. The childminder's excellent knowledge of each child's unique needs consistently promotes all aspects of their development and well-being. Consequently, children's welfare and learning are effectively promoted. The childminder's partnerships with parents are a key strength. This contributes significantly to ensuring that the needs of all children are met very well. She continues to foster effective relationships with outside agencies. Subsequently, children make significant progress given their ability and starting points. The childminder has very effective system to consider her future continuous improvements. She is forward thinking and uses regular self-evaluation to make sure that any priorities are promptly identified and acted on. As a result, she promotes a service which is responsive to the needs of children and parents.

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

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

- strengthening the two way flow of information between providers, for example, where a child attends another setting.

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

The childminder has a comprehensive knowledge and understanding of safeguarding children. She has a safeguarding child protection policy which complies with the Local Safeguarding Children Board. This procedure clearly describes the action she should take if she is concerned about a child. As a result, her competent understanding makes sure children are safeguarded. Children demonstrate an understanding of how to keep themselves safe and show a strong sense of security. For example, through the exemplary assessing and reviewing of risks to children and discussing these regularly with them. The childminder has an established risk assessment report and is meticulous in carrying out and recording any concerns. The childminder uses a range of safety measures when on outings. For example, children explain how they wear a 'back pack' or hold hands when out walking. The childminder has a truly professional approach to her role. She is motivated and consistently attends training courses to make certain she is aware of the latest information. This means that she is quick to respond to the requirements of all the children and parents. The childminder provides all her parents with an information pack including her written policies and procedures. She has a current first aid certificate so that children receive appropriate treatment following an injury. The procedure to record medication, accidents and existing injuries is in place for every child.

Equality and diversity is extremely well promoted within the childminder's practice. She has an excellent range of information and resources reflecting diversity, which she embeds into her everyday practice. The childminder values every child as an individual and all children are treated with equal regard according to their families' specific circumstances and need. Children's appropriate care needs are discussed and noted. As a result, no child is disadvantaged and all children gain an understanding of diversity through daily activities, and through positive images of equality. Children's social skills are actively fostered through the regular attendance of parent and toddler groups. They are developing their skills and understanding of the wider world through their play, such as recycling materials which are reused in the art and craft activities or by separating and washing waste materials before disposing of these into different bins. They have opportunities to access a wide range of resources reflecting diversity. For example, they listen to music in a variety of different languages. The childminder uses effective questioning with children to encourage them to solve problems or work together. She includes, within her activity plans, opportunities for children to be self-motivated and to develop the skills that contribute to them becoming inquisitive and independent learners.

Children have a daily contact diary which also keeps parents informed. Parents describe how they are very pleased with the service provided by the childminder and how they feel secure when leaving their children with her. Parents provide all the required written permissions and information about their child's daily routine. They are kept informed of the daily activities through well-documented records. The childminder continues to foster links with other settings and works extremely well in partnership with parents. The childminder has an extensive and achievable

self-evaluation plan. She has implemented a system to regularly review her action plan in order to develop her driving future improvements. She has high aspirations to extend the quality of her service and has an exceptional capacity to maintain her continuous improvements. Subsequently, children's achievements are good, their well-being is effectively promoted and the childminder consistently considers the service all the users.

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

Children enjoy the success of what they achieve and are enthusiastic about making decisions when choosing from the easily available resources. For example, as they use recycle materials to make models. The childminder has comprehensive procedures to systematically evaluate the activities linking these to the children's individual interests. She is well organised and successfully assesses the activity or what can be improved. Children's initial assessment details are discussed and noted using the early learning goals. Their observations are used to promote the next step of their development. The childminder regularly evaluates activities to make certain that there is an effective balance of child-initiated and adult-led. For example, children choose role play which is linked to their interest, such as 'people who help us'. This is extended by the opportunities to use the toys and resources as they free flow into the garden. This enables them to learn through their play and at their own pace. As a result, children make good progress in all areas of development and learning in the Early Years Foundation Stage. The childminder actively works in partnership with the parents and outside agencies. Nevertheless, she is continuing to strengthen the two way flow of information where a child attends another setting.

Children use the many posters to support their understanding of being healthy or how to keep themselves safe, such as washing hands and fire evacuation. The childminder effectively extends activities by asking open ended questions and encourages children to solve the problem for themselves. For example, they choose the props and dressing up to become a fire fighter or a police person. She actively supports and promotes children's safety through the use of safety equipment. For example, stair gates are in place across the lounge and kitchen. Children make significant gains in their learning and demonstrate outstanding progress in developing the skills that will help their future economic well-being. They develop a sense of belonging as they have their own pegs and know where to remove their shoes when they arrive.

The childminder's comprehensive planning of activities ensures that children's unique needs are being met and that they cover all the early learning goals. For example, she produces individual plans for children using short, medium and long term plans. Storage containers encourage children's self-help skills and growing independence. Children have regular opportunities to visit local parks, play centres or places of interest. They are encouraged to play outside in the fresh air every day. For example, children are excited as they use the photo picture book to recall when they played in the snow. Children also remember growing their own plants

and how they cared for them. For example, watering them and measuring how much they grow. This supports their knowledge and understanding of the world. Children understand the importance of eating healthy food and the childminder talks to them about foods which are good to eat. The childminder gently reminds children of the house rules, such as tidy toys away when they have finished playing. They learn about the boundaries and how to be kind to others.

## 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

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### 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

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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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