

Inspection report for early years provision

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Inspection date	03/03/2011
Inspector	Chris Mackinnon
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 2010. She lives with her partner and three children aged seven, three and one year in Edenbridge, Kent. The ground floor of the childminder's house is used for childminding purposes along with a bedroom and bathroom facilities on the first floor. There is a fully enclosed garden for outdoor activities.

The childminder is registered to care for a maximum of three children. The registration includes children on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. The childminder has one child on roll who is in the early years age group. The childminder walks to local schools to take and collect children. She attends the local parent/toddler group and local parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is well organised, and individual children's welfare and development is effectively promoted. Children have access to a well prepared play environment, with a good range of activities and opportunities for outdoor play. The childminder is positive in her support for children's learning and achievement, and works closely with parents to ensure children make progress. The childminder makes good use of self-evaluation, and is improving observation and assessment.

What steps need to be taken to improve provision further?

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

- develop observation and assessment to ensure children's next steps in learning are included in the planning
- improve the range of written risk assessments to include outings and transportation.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a confident approach to the management of childcare, and has prepared an attractive children's play and learning environment in her home. She is a recently registered practitioner and is completing level three childcare training. She shows good skill in promoting children's learning and is able to work effectively with children over a range of ages. Safeguarding is consistently maintained within the setting through the childminder's clearly organised procedures and well maintained support for children's care and welfare. An organised set of risk assessments have been established, but these are not fully

complete and developing the risk assessments to include outings and transportation is an area for improvement.

The childminder's presentation of resources is well considered, with well prepared storage and access systems providing many opportunities for children to choose their play materials. Good knowledge of individual children enables the childminder to plan resources and activities to successfully support their interests and extend learning. For example, she uses verbal prompts and challenging activity toys to support children's speech and manipulative skills. The childminder also takes care to provide children with good access to books, sounds, assembly systems and visual learning material. Children also have easy access to a well prepared back garden play area for outdoor learning.

The childminder effectively supports children's individual development and helps them to make progress. She takes note of their interests and favourites, and establishes routines to ensure children feel confident and are able to interact happily. The childminder is effective in her approach to helping children learn about diversity. She uses books and visual resources and a range of representative play items to interest children in the wider world. The childminder has established links with other care settings, and successfully works with parents to support individual children's learning. For example, she makes good use of daily care diaries to include parents, and keep them informed of their children's care needs and development.

The childminder is confident in her use of reflective practice. She continually revises the organisation of resources and activities to ensure children are engaged and actively learning. For example, a shape sorting activity is adapted to become a sharing game with children passing play items and taking turns. The childminder has a positive approach to self-evaluation, and has completed and submitted the Ofsted document. She also periodically reassesses the organisation of her play programme; and uses her ongoing training to revise practice and identify areas for improvement.

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

The childminder's planning for learning is mostly based on what she knows about each minded child. She prepares the play environment to meet each child's learning needs. For example children aged two years and younger have a wide floor space where they can explore activity toys as well as tactile and sensory items. She also takes care to ensure that new children starting have familiar items to support their learning, for example, by using the fish tank within her home as a visual starting point for developing children's interest and vocal skills. The childminder is a good teacher and is positive in her use of extending and making children's play range across all the six areas of learning. She also makes good use of frequent one-to-one interactions to lead play, prompt exploration and provide close contact.

The childminder has an organised system in place to ensure children's achievements are observed and assessed. She is currently revising her system and is developing the format of individual children's learning journeys and achievement records. Clear notes are kept on everyday developments and regular written appraisals are also made of children's progress across all the six areas of learning. However, the identification of children's next steps in learning is inconsistent and opportunities to link their next steps back into the planning are being missed. This is noted as an area for improvement.

The childminder successfully encourages children to feel safe and secure with her home. Particular care is taken with settling new children and the childminder takes time to establishing routines with children that are familiar and rewarding. Children are also kept safe within the setting, with clear safety procedures in place. Children are encouraged to play safely and be aware of others.

The childminder shows a good ability to provide activities for children to enjoy together, such as shared role play and exploring tactile and manipulative toys; this supports their social development. Children's health and development is well supported and the childminder ensures children have healthy foods and snacks. The childminder takes care to encourage children's physical confidence as part of maintaining healthy development. Children have frequent active and expressive play sessions with music and movement, and children can free-flow with games and role play outside onto the deck area.

Throughout the play activities, children have a range of experiences that effectively supports their future learning. The childminder successfully supports children's communication and language. For example, children aged under two years are encouraged to be vocal and say the words for things they see around them. Activities to promote problem solving are provided with shapes and sizes, and assembly systems are well used to develop children's manipulative and connecting skills. Children have a range of well planned creative activities. For example, they enjoy exploring colours during mark-making and drawing sessions. Children's creative and imaginative play is also well promoted, with a play house and a wide selection of soft toys and small world play sets providing opportunities to make up stories. Children enjoy playing with cars and trucks, and transport-based play themes and books are well used to develop children's understanding of the wider world.

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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