

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY284437
<b>Inspection date</b>	03/03/2011
<b>Inspector</b>	Jane Wakelen

<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 2004. She lives with her husband and two children. They live in a house in a residential area on the outskirts of Faversham, Kent close to shops and parks, schools and pre-schools. The whole of the ground floor is used for childminding with one room upstairs used for sleeping children. There is a fully enclosed garden available for outside play. The family have a dog as a pet.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder holds a relevant early years qualification and 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 childminder regularly attends childminding groups. She is a member of the National Childminding Association.

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

Overall the quality of the provision is outstanding.

The childminder has an excellent knowledge of the Early Years Foundation Stage learning and development requirements. She utilises every opportunity to promote children's learning through an exciting range of activities indoors, outdoors and attendance at various groups. As a result, children make excellent progress in their development. The childminder recognizes the unique qualities of each child and ensures they are fully integrated into her home. The childminder gives high priority to safeguarding children and this is fully supported by the excellent partnerships with the parents. The childminder constantly monitors her setting and evaluates children's experiences, seeking parent's views through questionnaires and self-evaluation to provide outstanding outcomes for children.

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

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

- enhancing opportunities for creative development to value what children can do and allow children to use their own ideas.

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

The childminder has an excellent understanding about safeguarding children and supports this knowledge through attendance at training courses. She ensures her policy and procedures are implemented into her practice, thus fully protecting children's welfare whilst in her care. Children play in a safe, secure environment because the childminder undertakes thorough risk assessments on a regular basis and monitors all hazards both indoors and outdoors. Risk assessments for outings are in place and the childminder has an emergency pack she takes with her detailing all the necessary contact details for each child in the event of an emergency. Children are reminded about road safety and stranger danger. This helps to ensure children learn about keeping themselves safe. Children thrive and make excellent progress in the care of the childminder with whom they develop strong and emotional bonds.

Children are confident individuals who have access to an exciting range of resources and materials both indoors and outdoors. They move around freely in the downstairs of the home making choices of resources or partaking in adult-led activities. On occasions, the adult-led activity is a specific art and craft activity and involves an end product, preventing children developing their creativity or making their own choices. Resources are in excellent condition and generally easily accessible to all children. The environment is child-friendly and safe, providing a conducive place to learn. The childminder attends many training courses to extend her skills and knowledge to ensure positive outcomes for children. Children access a lovely range of resources to reflect diversity in the wider community and around the world. Positive images in posters and photographs adorn the walls reflecting the importance given to equality of opportunity within the childminder's practice. Role play activities and opportunities to learn about different cultural celebrations from around the world enhance children's understanding of differences.

Highly positive relationships are built with the parents and carers to promote children's well-being and welfare. Parents receive a welcome pack when their children start which includes all the policies for the setting, written consents for aspects of care and information about the care the childminder provides. Daily verbal communication provides a good two-way flow of information between the parent and the childminder detailing the child's daily routine and activities. Parents actively contribute to their child's learning journal, and on occasions adding additional next steps their children are following at home, providing excellent continuity of care. Parents views are sought through questionnaires and very positive references are recorded from the parents stating how happy they are with the service being provided. The childminder has established good links with an additional provider who shares the care of one of her minded children. As a result, the child is able to extend their learning through continuity of their learning programme. The childminder has a secure understanding about the importance of sharing information with other agencies to meet children's additional needs when necessary.

The childminder is accredited and on a childminding network scheme. This ensures

continuous monitoring of her provision and action points to work on to maintain continuous improvement. The childminder constantly monitors the effectiveness of her setting through observations and evaluating the learning taking place by the children. She is highly motivated and endeavours to provide exciting, stimulating opportunities in a variety of ways, indoors, outdoors and in other settings. As a result, children are exceptionally well settled, confident, independent learners who thrive in this motivating environment. The childminder has completed a self-evaluation of her practice which is constantly updated to reflect new resources, activities or ideas.

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

Children arrive happily and confidently at the childminder's home. They play happily on the floor, building with the construction bricks, joining them to make different structures. Children approach the childminder to help when they cannot achieve their aim, and enjoy chatting with her explaining what they are making. Children move around freely within the home showing familiarity in their surroundings. They happily make choices from the exciting range available, selecting their favourites, such as the compact disc player. They learn what happens as they press the different buttons and enjoy singing along to familiar rhymes and songs. Opportunities to use the computer and laptop are available to enable children to further develop their literacy and numeracy skills with programmes for young children, whilst developing their skills in information technology. The childminder has a very good knowledge of each child's likes and dislikes and uses her knowledge of child development and expert knowledge of the Early Years Foundation Stage to provide a programme for each child. This is developed through regular observations, evaluations and planning next steps to extend their learning towards the early learning goals. Each term children's learning is summarised under the six areas of learning and a new programme of next steps developed and shared with the parents. As a result, children make excellent progress in their development.

Children have opportunities to role play, acting out familiar experiences or use the small world toys developing their imagination. They have access to a wide range of books, reflecting non-stereotypical roles, diversity and feelings. The walls in the play room are covered with bright posters, print, numbers and letters, stimulating children to recognise numbers that are familiar to them or letters in words they recognise. Children show an interest in the pictures around the walls and recognise new ones that have been displayed, reflecting children's familiarity in their environment. Opportunities to cook different foods from around the world, offers children the opportunity to develop numeracy skills, literacy skills and gain an understanding of changes. Children show increasing numeracy skills as they begin to recognise shapes in their environment, such as food items at lunch time. They happily count the petals on the daffodil and how many pieces of tissue paper on their flower. Children's communication skills are excellent. They can follow instructions and show a positive understanding of communication, asking questions and listening for the answer. Children develop excellent skills for their future due

to their development in communication, numeracy and information technology.

Children develop an excellent understanding about being healthy. They have healthy choices to eat for snack and meals and follow hygiene routines to 'wash away the germs' before eating and after using the toilet. The childminder implements rigid hygiene routines when changing nappies to prevent cross infection and ensures children use soap and paper towels to wash and dry their hands. Children have wonderful opportunities to engage in a wide range of physical activities and gain a secure understanding of the importance of exercise and fresh air to maintain a healthy lifestyle. Children learn the importance of self-care routines such as cleaning their teeth using their own named little wash bags to promote good hygiene.

Children show a strong sense of security and feel safe within the setting. They understand how to handle different tools, such as scissors carefully, understanding they are sharp. Children learn about keeping themselves safe, sitting properly on the chair and not climbing on the furniture. They learn the importance of wearing seat belts in the car, and staying with an adult when crossing the road. Visits to the fire station and police station ensure children gain an understanding about 'people who help us' and learn about stranger danger. Comprehensive plans are in place to keep children safe in an emergency and children frequently practise the fire drill to ensure they clearly understand the relevant procedure.

Children are confident and settle quickly into the childminder's home, building excellent relationships with the childminder and each other. They display good self-esteem because they are shown respect and treated as individuals by the childminder who values each child. Children show excitement when they see their picture stuck on the table top alongside their friends, helping to gain a sense of belonging. They work exceptionally well independently and with their peers, sharing jokes and talking to each other about their likes and dislikes. Children's behaviour is exemplary and they understand the expectations of the childminder. The childminder provides a good role model and encourages children to use their manners, with many children saying 'please' and 'thank you' without prompting.

## 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	2
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