

Inspection report for early years provision

Unique reference number	EY347515
Inspection date	07/03/2011
Inspector	Jan White

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 2007. She lives with her husband and three school aged children in Faversham, 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 drives to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has two rabbits.

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 three children in this age group. 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.

Overall the quality of the provision is outstanding. The excellent knowledge of each child's unique needs ensures that the childminder promotes all aspects of children's development with success. Children are offered a variety of stimulating and interesting activities and have many opportunities to learn about the wider world as well as their local area. The partnership with parents is a key strength and the childminder has effective procedures to foster links with other agencies. The childminder consistently promotes all aspects of each child's well-being. Consequently, children's welfare and learning is effectively promoted. The childminder is self-motivated and has very effective systems to consider her future continuous improvements. She uses regular self-evaluation to make sure that any priorities are promptly identified and acted on. This results in a service that is responsive to the needs of all its users.

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 opportunities to further promote children's independence and self help skills. For example, by suitably labelling resource storage containers.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of safeguarding children and her child protection policy which complies with the Local Safeguarding Children Board. She has a comprehensive knowledge of the safeguarding children procedure. For example, she uses a safeguarding booklet and her child protection policy to highlight any action which may be needed. As a result, her competent understanding makes sure children are safeguarded. Children show a strong sense of security and feel safe within the childminder's homely environment. The childminder demonstrates how she supports their understanding of how to keep themselves safe. For example, she practices emergency escape procedures with all children and regularly talks about how to cross roads safely. The childminder has established an effective risk assessment system. She regularly reviews and maintains details of her home environment and for all outings or trips. The childminder uses a range of safety measures when on outings. For example, she has an effective system to make certain all essential details and equipment is always readily available. The childminder is motivated and has a truly professional approach to her role. For example, she makes sure that she is aware of current childcare practices by attending training courses. Subsequently, 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 effective systems in place to maintain the required records, such as medication, accidents and existing injuries. The childminder has a current first aid certificate so that children receive appropriate treatment following an injury. Parents provide all the required information about their child's individual needs and daily routine. This includes information about their capabilities. The childminder describes her procedure to build purposeful links with other settings. She works extremely well in partnership with parents and has obtained all the required written permissions for each child. Subsequently, children's achievements are good and their well-being is effectively promoted. The childminder completed her self-evaluation form on line and has an extensive and achievable action plan. She aims high and is ambitious to strengthen the quality of her service through her ongoing development. She has an excellent capacity to maintain her continuous improvements.

Equality and diversity is effectively promoted within the childminder's practice. She consistently promotes equal opportunities for all children. This is embedded into her everyday practice through the use of her resources and the range of useful information. The childminder organises the children's records and discusses or notes each child's appropriate care needs. The childminder treats all children with equal regard and values them as individuals. Every family is respected and no child is disadvantaged. All children gain an understanding of diversity through daily activities and through positive images of equality. Children's social skills are effectively encouraged. For example, they regularly attend parent and toddler groups. They are developing their skills and understanding of the wider world through their play. For example, recycled materials are reused in the art and craft activities. The childminder develops their understanding of the importance of

separating waste materials and the effect this has on the carbon footprint.

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

Children use pictures of past events as they excitedly select familiar activities, such as choosing the sensory blocks. They are developing and extending their own play. For example, as they put the pieces together to make different shapes. The childminder asks inquisitive questions to encourage children's independent thinking and problem solving skills. Children share the toys and readily take turns. They develop a sense of belonging and are familiar with the every day routines, such as taking their shoes and coats off when they arrive. The childminder has a comprehensive range of activities and an effective system to make sure children have choices in their everyday routine. For example, she is well organised and successfully provides a balance of child-initiated and adult-led activities. Children are enthusiastic and enjoy the success of what they achieve. For example, as they make a snake mobile for their outdoor theme. They make decisions when choosing from the easily available resources, although not all storage containers are labelled to promote children's self help skills and growing independence.

The childminder has effective and systematic plans for activities. She is forward thinking and consistently organises these on a termly basis. For example, children's next steps are used in their personal activity plans and cover all the early learning goals. As a result, their unique needs are being met using individual targets for both short and medium term plans. The childminder methodically evaluates the planning, activities and links these to the children's individual interests. She assesses the success of the activity or what can be improved. Children's observations are used to promote their development and enable 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 gathers and uses the valuable information about children's abilities and starting points as part of their baseline assessment in order to offer stimulating activities which they eagerly take part in.

Parents are kept informed of the activities and the daily routine through well-documented records. They are provided with a termly report to provide comprehensive information on their child's progress. The childminder makes effective use of the ongoing flow of two way information from the parents in her forward planning. As a result, children's observations chart their achievements and these are successfully used when planning their next step. Children enjoy the success of what they achieve and are enthusiastic about taking part in craft activities. For example, they choose the colours of the paints to decorate their mobile. They are excited when creating more colours as they mix the basic colours together. The childminder asks imaginative questions to increase their language skills as well as their self-esteem. She encourages them to be self-motivated and to work together. For example, children select the sections of road to build a bridge or chute for their cars. As a result, children are developing the skills that

contribute to them becoming inquisitive and independent learners.

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

The quality of the provision in the Early Years Foundation Stage	1
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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