

## Inspection report for early years provision

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<b>Unique reference number</b>	EY265570
<b>Inspection date</b>	09/03/2011
<b>Inspector</b>	Sue Taylor
<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 2003. She lives with her husband, one adult child and one child aged 13 years in Tonbridge, close to shops, parks, schools and public transport links. The ground floor of the childminder's home is used for childminding. There is an enclosed garden for outdoor play. The family have two dogs and a rabbit.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder is currently minding three children in the early years age group.

She is also registered by Ofsted on the voluntary part of the Childcare Register to provide care for children over the age of eight years.

The childminder collects children from the local school and attends toddler groups on a regular basis. She does not provide overnight care or funded early education.

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

Overall the quality of the provision is good.

Children are welcomed and valued for who are they. The childminder's knowledge of her minded children helps ensure they are making good progress. However this is not fully supported by the learning records or monitoring of children's progress. Partnerships with parents and others are developing to ensure individual children's care and continued learning is promoted well. The childminder is confident about what needs to do to develop further and demonstrates a positive capacity to maintain continuous improvement.

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

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

- develop a monitoring system to clearly show how children are progressing towards the early learning goals, across all six areas of learning
- improve the sharing of information with other providers delivering the Early Years Foundation Stage for a child, to ensure progression and continuity of learning and care
- encourage further involvement from parents in supporting children's next steps and contributing to the assessment process.

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

The childminder has a high level of commitment to promote children's safety. The home is very safe and secure. The risk assessment records show how she is aware of and minimises risks within the home and when out and about. Arrangements for safeguarding children are secure, regularly reviewed and shared with parents. As result, there are effective procedures in place for identifying a child at risk of harm. The childminder ensures she regularly updates her child protection training so she is aware of any changes in practice.

The childminder is very aware of her strengths and is keen to improve. Her self-evaluation identifies areas for development that are realistic and aimed at improving outcomes for children. Improvements made since the last inspection, such as with the garden, supports children's learning. An area she identifies for development are the children's learning records. She is aware they are not effectively showing links to the Early Years Foundation Stage. The childminder has attended training to gain more understanding in the assessment process.

The environment is child centred, welcoming and warm. Resources are of good quality and able to support children's ongoing learning and development. Children are able to make choices about their play as the resources are in low, well labelled boxes. The childminder is aware of children's favourite toys and uses these well to support their learning. There are some resources, for example puzzles and books that help children gain a positive awareness of diversity in the wider world. Children are making good progress, however, there is limited monitoring to show how well achievement gaps are noted and narrowed.

Positive relationships and good communication ensures parents are well informed about their child's day and of the childminder's practices. They receive some information about their child's next steps in their learning and development. However, parents are not fully contributing to the assessment process with, for example, ideas for home activities to support the next steps. The childminder recognises the need to develop her liaisons with other providers of the Early Years Foundation Stage where this is required for individual children, to ensure progression and continuity of learning and care.

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

Children make good progress towards the early learning goals. A good balance of free play choices and adult planned activities keeps the children occupied and encourages their learning across the six areas. The childminder knows the children well, and from this knowledge and written observations she is able to identify a child's next steps. Problem solving and mathematical development is supported from an early age as the childminder uses puzzles or shape sorters. Children's creative development is encouraged with different art and craft experiences such

as exploring play dough, gloop, paint or cornflour and water.

The good range of books for all ages helps children gain an interest in the written word. The monthly music session at the toddler group is popular. The childminder is aware of different children's interests and tries to include these in her accessible resources. For example, she provides different containers and small items for a child who enjoys shape sorters. She is looking to include natural items to extend a young child's exploratory development. Children confidently operate electronic toys, knowing how they work. Overall, the good progress that children make in their learning helps prepare them for the transition to school and enables them to develop skills for the future.

They develop good relationships with adults and children. Children are secure and develop a sense of belonging to the setting. They know what is expected of them and have a clear understanding of how to stay safe. For example, the childminder ensures they know how to cross roads safely and they practise fire drills. Good quality interaction and well organised routines help young children to become secure and confident.

Children engage in a wide range of physical activities, both indoors and out. This helps them keep healthy as they play in the fresh air and gain physical skills as they use the play equipment, such as the skipping ropes, hoops or ride ons. Good hand washing practices before eating and the provision of healthy snacks and meals, helps children adopt healthy lifestyles. They have very easy access to their beakers of drinking water, allowing them to control their own thirst needs. Children's individual care needs are met well with parents well informed through the daily diaries.

Children gain a strong sense of belonging and security with the childminder through positive interactions and being aware of the daily routines. They help tidy up and learn to share with others. Mixing with other children at the childminder's home or at toddler groups helps them develop beneficial social skills. Their behaviour is good.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	3
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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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