

## Inspection report for early years provision

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| <b>Unique reference number</b> | 160772     |
| <b>Inspection date</b>         | 08/03/2011 |
| <b>Inspector</b>               | Jan White  |

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|------------------------|-------------|
| <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.

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 2001. She lives with her husband and three children in Rainham, Gillingham, 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 walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has two cats.

The childminder is registered 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. 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.

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

Overall the quality of the provision is good.

The childminder has an effective understanding of children's individual needs. Overall she promotes their welfare well and continues to extend the learning and developmental records. She has details for most risk assessments. Children play and learn in a secure homely environment. They have many opportunities to access exciting experiences as they use the wide range of resources. The childminder is organised and uses a good assortment of equipment effectively including toys which reflect equal opportunities. Children are gaining an understanding of their local area and the wider world. The childminder consistently works in partnership with parents and fosters links with outside agencies to promote children's continuing progress and all round development. The childminder has a good capacity for self-evaluation. She explains her strengths and notes areas for her potential development. She has a good ability to maintain continuous future improvement. As a result, the childminder is responsive and supports to the needs of children and parents.

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

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

- update the record of risk assessment to include any assessments of risks for all outings and trips
- improve the process to gather information from all parents regarding children's starting points and develop systems to make sure that children's next steps are being clearly identified and used in leading future planning.

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

The childminder actively promotes the children's care and well-being through effective safeguarding procedures. The safeguarding child protection policy complies with the Local Safeguarding Children Board. The childminder explains the procedure for the action she would take regarding child protection issues. She has made sure that the relevant checks are obtained for every person living at the premises. The childminder has a competent understanding of how to safeguard children to ensure their welfare. She carries out fire drills and conducts regular risk assessments for the home and garden and some outings. Nevertheless, she has not updated the overall risk assessment report to include an assessment for all the outings and trips. The childminder is updating her first aid knowledge so that children receive appropriate treatment. She maintains effective records on medication, accidents and existing injuries. A first aid box is accessible within the home and some basic supplies are available on outings, although some essential information is not always to hand when outside the home. The childminder has a good capacity to maintain her continuous future improvement. She has noted on her self-evaluation form action to be taken to develop her practice to benefit the children she cares for. The partnerships between the childminder and other settings contribute towards promoting children's achievements and good progress. For example, information and observations are shared with all parties involved in the child's care. Subsequently, they are kept informed of the child's all round development.

Parents say that the childminder has helped to develop children's social skills and independence. They also say there is a variety of activities and resources for the children to play with on a daily basis and the transition into other settings has been good. Parents provide all the required written permissions. The childminder has a good understanding of equal opportunities. She provides children with many occasions to gain knowledge of the wider world and encourages their understanding of diversity. She has ensured that children's records have details of their appropriate care needs. Every child is valued and treated as an individual. The childminder supports all families according to their specific requirements ensuring no child is disadvantaged. The childminder uses the space and resources well to support children's learning. For example, equipment is suitable for their stage of development and stored within easy reach. The childminder actively promotes children's interests together with the parents. She strives to continually improve her practice and attends childcare workshops.

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

Children demonstrate a close relationship with the childminder and enjoy being her. They are secure, settled and comfortable within the homely environment. Basic house rules are displayed offering children daily opportunities to understand the boundaries. There are many opportunities for children to select their own

resources from the easily accessible storage containers with pictorial labels. The childminder successfully supports children's welfare and learning. She has a competent understanding of the Early Years Foundation Stage requirements. The parents and the childminder discuss aspects of the child's routines and current interests. Nevertheless, she has not gathered sufficient information regarding their starting points in order to make the future planning relevant to their individual requirements. The childminder is continuing to establish systems to record children's observations. These are linked to the early learning goals. However, the next steps are not clearly identified to point the way forward in planning for their continuing progress. The childminder promotes a balance of activities covering the early learning goals. She works in partnership with parents and other settings to help the children make good progress. As a result, this supports each child and enables them to move forward in their learning and development.

The childminder provides a good range of toys and experiences to make sure she covers all areas of learning. Children are encouraged to develop good social and communication skills, and a positive awareness of diversity. They have opportunities to extend their knowledge of the world around them. For example, children explain how they use the recycle bins for their yoghurt pots or cardboard boxes. They describe how they also sometimes reuse these items in their junk modelling. This means that children are developing concepts that help them to become aware of environmental issues. The childminder asks probing questions which encourages children to be confident and independent as well as developing communication and problem-solving skills. The childminder has a monthly plan and art and craft activities are linked to the topic and themes. Children's creativity and role play is successfully promoted. For example, children dress up as 'super heroes' to save the world. Children have daily opportunities for outside play at the local park or open play areas, although they do not have free flow access to the garden. They are encouraged to be active and have a good understanding of keeping themselves safe. Children effectively describe how to cross the roads safely and the procedure for the fire evacuation drill. As a result, they understand the practice for an emergency drill and how to keep themselves safe when out walking. Children demonstrate the everyday practice for good hygiene and explain the importance of washing germs off their hands. The childminder offers snacks and healthy options so that children gain an understanding about which foods are good for them. As a result, this contributes to developing children's understanding of a healthy lifestyle and promotes their future economic well-being.

## 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

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|--|---|
| <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

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|--|---|
| <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                             | 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

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|--|---|
| 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

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| <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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met