

Inspection report for early years provision

Unique reference number	EY414924
Inspection date	14/03/2011
Inspector	Liz Caluori

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 husband and two children aged four and six years in East Peckham, Tonbridge close to shops, parks and schools. Childminding generally takes place on the ground floor and there is also a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of four children under eight years may attend at any one time, of these no more than two may be in the early years age range. There are currently two children, aged three years and one year attending on a part time basis.

The childminder is a member of the National Childminding Association and attends local childminding group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development and have good fun as they play in the safe, inclusive environment. Their self-esteem and confidence is promoted well and, as a result they are becoming very independent in their learning. Through effective self-evaluation the childminder has successfully identified the weaker areas of her practice and has prioritised these for improvement. The positive relationships developing with parents, carers and other professionals support children to settle easily and enable the childminder to provide consistency of care.

What steps need to be taken to improve provision further?

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

- refine the systems for recording children's progress and identifying their next steps to more easily monitor that consistent focus is placed on all areas of learning
- further develop the range of resources and experiences which promote diversity.

The effectiveness of leadership and management of the early years provision

A range of safety precautions are in place to protect children. Risk assessments are used effectively to identify any potential hazards and the childminder checks all areas of the property used by children on a daily basis. There is a clear written

policy which details the process to be followed should any child protection concerns arise and up to date contact numbers are on file to enable the childminder to make a referral if necessary.

The childminder offers an efficient service which is thoughtfully organised to meet the needs of the children attending. She has good arrangements in place to observe children, monitor their progress and plan for their next steps. She supports children to make good progress and maintains a large amount of written information about each child. However, she has yet to settle on a simple to use recording format in order to reflect easily on the next steps she has planned for each child and to give a clear overview which ensures that consistent focus is placed on each area of learning. This is an issue which she has recognised as needing further improvement and is currently seeking to address.

During the few months that she has been caring for children, the childminder has been constantly reviewing and evaluating her procedures. She regularly attends childminder groups with the children which enables her to meet regularly with other practitioners in order to discuss best practice and share ideas.

Children have access to a very good range of well maintained toys and resources, most of which are attractively presented in the play room. These include a large selection of dressing up clothes, a play kitchen and an extensive selection of play food, pans and crockery. Space is well organised to enable children to move around the ground floor safely and independently choosing where they want to play. The garden is very child-centred with a selection of play equipment including swings, a fully enclosed trampoline and a playhouse.

The childminder's commitment to providing an inclusive environment is outlined to parents and carers in a written policy. The care given to identifying and addressing children's individual needs ensures that they are developing good self-esteem. Children benefit from the opportunities to learn about their local community and the wider world. They visit local groups and attend events at the school such as a recent African Adventure day. The childminder is assembling a selection of books which include images of diversity and has some dressing up clothes and instruments from around the world. This is an area that she has identified for further improvement.

The childminder has a positive attitude towards providing care for children with special education needs and/or disabilities including attending any additional training required and making adaptations within her home. She is similarly committed to working with children and families for whom English is an additional language.

Parents and carers receive a good range of written information about the childminder's practices and are regularly updated about their child's progress. The childminder schedules regular review dates into the year to ensure that information remains up to date but also has less formal conversations on a daily basis. She also recognises the importance of working alongside other professionals involved in the lives of the children in her care. She currently shares information with staff at the local pre-school in order to support both parties to provide

consistent and coordinated care.

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

Children are very settled and content in the childminder's home. They demonstrate a strong sense of security as they approach her readily for support or just for a reassuring cuddle. They are making good progress in their learning and development as a result of the broad range of activities and experiences on offer and the input from the childminder. They regularly attend groups where they mix with other children and are supported to develop their social skills. They also enjoy outings to local parks, excitedly planning which of the equipment they are going to play on. The childminder has a good awareness of the facilities in her areas that are suitable for the children in her care. As a result she is able to plan experiences to support children in specific aspects of their development, for example visiting woodland play areas to allow them to explore nature whilst also addressing their physical development.

Children enjoy the freedom that they receive to explore their environment and to choose the activities they wish to take part in. This encourages them to develop independence in their learning. Their language development is very well addressed. The youngest children are confident to practice their emerging sounds and hum happily as they play. Older children chat happily as they play and use language effectively to request support, share their views and to answer the childminder's questions.

There are activities provided each day to promote all areas of children's learning, including arts and crafts, puzzles, construction and looking at books. The childminder offers very positive encouragement for children's efforts and achievements, even for apparently simple tasks such as peeling their own Satsuma. She recognises the importance of children developing a positive self-image in order to gain confidence and to prepare them face the challenges the future holds. She also offers specific support to ease their transitions into reception class through planned visits to the local school.

A good level of support is offered to help children to learn about healthy lifestyles. They play in a very clean environment, enjoy nutritious snacks and meals and have constant access to drinks. They also enjoy opportunities to grow their own fruit and vegetables. Appropriate nappy changing arrangements are in place and older children are developing confidence in their toileting.

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

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