

Inspection report for early years provision

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Inspection date	22/03/2011
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 1999. She lives with her husband and two school aged children in Aylesford, 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 a dog and a rabbit.

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 four children in this age group on a part-time basis. 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 a good understanding of each child's individual needs in order to effectively promote their welfare. She encourages children's learning well and continues to extend their developmental records. Overall there are details for most risk assessments. Children are making good progress as the childminder successfully meets their needs. They are offered a broad variety of exciting resources including a range which reflects diversity and positive images of the world around them. Children display signs of being safe and secure in a homely environment. The childminder is motivated and works in partnership with parents. She explains her procedure to foster links with outside agencies. This means that children's welfare and development are consistently promoted. The childminder has a good capacity for self-evaluation and the priorities to maintain future continuous improvement. As a result, she is aware of her potential development and actively responds 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 outings and trips
- improve the process to effectively use children's starting points in their initial assessment and develop systems to make sure that children's next steps are clearly identified and used in leading future planning.

The effectiveness of leadership and management of the early years provision

The childminder has effective safeguarding procedures and actively promotes children's care and well-being. She has a competent knowledge and understanding of how to safeguard children. There is a broad range of policies and procedures including a good range of information in relation to child protection issues. The safeguarding child protection policy complies with the Local Safeguarding Children Board. The childminder conducts risk assessments within the home and garden. These records are regularly reviewed and evaluated. The childminder describes how she considers risks when on outings. Nevertheless, the information relating to risks for each type of outing is not recorded within the overall risk assessment report. Therefore, there are no details of how children are kept safe on outings or trips. The childminder has effective systems in place to promote a healthy lifestyle. She describes the routine for regular fire drills and most of the fire detection equipment is readily available. The childminder is committed to improving her childcare knowledge by attending courses to gain an understanding of current practices. She also holds a first aid certificate so that children benefit from appropriate care following an injury. All children's records are maintained confidentially. The childminder uses the space both inside and outside well. She successfully uses the resources to encourage children's learning potential. The equipment is suitable for children of differing ages and stages of development.

The childminder has a good understanding of equal opportunities. She explains how a positive awareness of diversity is promoted through the planned activities, such as themed projects to celebrate a number of festivals throughout the year. This means that children have many opportunities to gain knowledge of the wider world through the everyday practice. The childminder supports each family according to their individual requirements. Children are treated as individuals and valued to make sure that no child is disadvantaged. Records have information regarding their appropriate care needs, such as language spoken and religion. The childminder actively strives to continually improve her practice to make certain it benefits the children. She has good systems in place to consider self-evaluation. The childminder notes areas to drive her future development. She has a good capacity to maintain and build on her continuous improvement. The childminder shares the child's developmental achievements as well as the observational records with parents. She describes her process to build links with outside agencies. Parents are given opportunities to contribute to their child's progress and gain an understanding of what they achieve with the childminder. They say the wide variety of toys and plans for art and craft activities provides opportunities for the child's development. In addition, meeting with other children supports the strong friendships and promotes interaction with others. Children use the daily record to show parents the activities they have enjoyed.

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

Children show signs of feeling safe as they seek comfort from the childminder and snuggle into her shoulder. The childminder is attentive and responsive to their individual needs. For example, as they show signs of tiredness. Children respond well to the childminder as she asks imaginative questions which promote confidence and self-esteem. They identify the colours of bean bags and match these to the coloured stepping circles. The childminder actively promotes aspects of children's physical abilities through either planned or unplanned situations. Children use the garden for robust play or balance bean bags on their head or foot. The childminder has a good understanding of the Early Years Foundation Stage requirements. She effectively encourages children's welfare and learning through her daily routine. Observations are recorded and clearly linked to the early learning goals. The childminder and the parents discuss the child's routine, current interests and their abilities. Nevertheless, their starting points are not sufficiently used in the initial assessment and systems to clearly identify the next stage of each child's progress and learning is not yet embedded. As a result, the process to make sure the planning is relevant to the individual needs of all the children is not fully established. The childminder is well organised and labels some everyday objects or children's hooks in the cloakroom, although there are no pictorial labels to help support all children's early recognition skills. She gives consistent explanations for the importance of good hygiene and encourages children's self-reliance, such as peeling an orange.

The childminder actively supports children's understanding of safety. For example, she encourages them to tidy the toys away so they are not a trip hazard. There are many opportunities for children to choose toys from the wide range of good quality resources, although storage containers are not identified with pictures to fully support their self-help skills. The childminder describes how she supports children's understanding of recycling waste material. They help to recycle bottles, paper or cardboard by using the appropriate containers. This is extended by the childminder as she talks to them about what each object is made from and whether this is suitable to recycle. Children are developing an understanding of environmental issues and they use waste products in their modelling, such as cardboard boxes. Children engage in many problem-solving activities and have opportunities to be creative. They use their picture learning books to recall past events, such as playing with the corn flour mixture. Children gain an understanding of being healthy as they ask for healthy snacks, such as fruit. They are encouraged to develop an understanding of how to keep safe outside the home. For example, talking about road safety arose from a discussion about why cars have headlights. These experiences and routines contribute in promoting children's understanding of the necessary skills for 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

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