

## Inspection report for early years provision

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<b>Unique reference number</b>	103627
<b>Inspection date</b>	24/03/2011
<b>Inspector</b>	Beryl Witheridge

<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 1992. She lives with her partner and adult child in Rochester, 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 is registered to care for a maximum of six children at any one time of whom three may be in the early years age group. She is currently minding nine children most of whom are part time and of whom five are in the early years age group. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks/drives to local schools to take and collect children. The childminder attends the local parent/toddler group. The family has a six chinchillas, one dog, two budgies and a guinea pig.

The childminder can support children with special educational needs and/or disabilities.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for according to their individual needs and stages of development. The childminder works in very close partnership with parents, and other agencies to ensure that children receive continuity of care. The observations of children are well written and are clearly linked to the areas of learning. This enables the childminder to identify the children's next steps, following their individual interests and extending their learning potential. The environment is safe and welcoming to all children. The childminder uses reflective practice to help identify where her strengths and weaknesses lie. This helps with the self-evaluation process so that the areas for improvement are identified and planned for. She is very positive about continuing her training to ensure that she is updating her knowledge and following best practice.

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

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

- develop the use of observations of children's interests and achievements in planning for the next steps in their learning, and maintain records that can be regularly shared with parents and with practitioners in other settings
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children.

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

The childminder has a high level of commitment to promoting children's welfare. She has a clearly written safeguarding policy and a very good understanding of her role and responsibility towards the children in her care. She shares all her written information and further documentation with parents so they are also aware. This ensures that children are well protected. All adults who work in the house are suitable to do so and hold current Criminal Record Bureau Checks. The home environment is regularly risk assessed and immediate measures are taken to ensure hazards are minimised, there is a clear written record in place. Written risk assessments are also undertaken for each and every outing to ensure children are safe and secure at all times. Regular emergency evacuation practises are carried out and clearly recorded to ensure that all children are included and know how to protect themselves in an emergency.

Children benefit from being cared for in a comfortable, child orientated and welcoming environment. Resources are freely accessible and children can choose what they would like to play with. All resources and equipment are good quality and checked regularly for any damage. These resources are age and stage appropriate to the children attending. The childminder takes into account each individual child, their home background, culture and abilities when looking at the toys and equipment she is providing to ensure that she meets all their individual needs. Equality and diversity are fully embedded in her practice. Children have a lot of opportunities to learn about the world around them through the many visits and expeditions to farms, parks and places of local interest as well as looking at different festivals and celebrations throughout the year. Resources provide children with positive images of the world around them. Children are learning to respect each other regardless of their abilities or background.

The childminder has a good knowledge of how children learn and how she provides activities and opportunities to help them move forward. She completes some observations of the children, but is not clearly linking these to the areas of learning or assessing their development and identifying their next steps. She does not use formal planning for each child but takes account of the likes and interests of the children when thinking about how to maintain their interest and enthusiasm.

The childminder has attended local training courses and workshops to help her build on the quality of care she provides for children. She is able to talk about her provision but the reflective self-evaluation is not established enough to help her clearly identify the strengths and weaknesses, therefore she has not assessed where the areas for future improvement are.

The childminder has a good working relationship with parents. She shares her written policies and procedures with them and they can have their own copy if they wish. Parents share the starting point for their child with the childminder. She shares her observations of the child but the assessment and next steps are not clearly identified or recorded. Parents receive a daily diary to keep them up to date with day to day activities and they speak to the childminder every day. The

childminder also has a good relationship with other professionals who are involved in the care of the child. She meets with them to discuss the child's progress and to ensure that continuity of care is provided.

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

The childminder offers a warm and welcoming environment for children. She provides children with a range of activities and resources which encourage and support their learning and development. The childminder spends time talking and listening with the children, she gives them opportunities to extend their skills and understanding. Children play happily with the childminder and the interaction between them is caring and mutually affectionate. The free access to the toys and equipment encourages children's independence. There is a wide range of challenging and stimulating toys and activities for children to enjoy. The childminder is constantly at the children's level praising and encouraging at all times. Children are able to make decisions about what they want to play with and show exceptional concentration skills. The relationship between the childminder and children is close and comfortable.

Children are introduced to healthy lifestyles through the food they are offered; they receive snacks that are healthy such as fruit, yoghurt and breadsticks. Drinks are constantly available and are offered at regular intervals throughout the day. This encourages children to develop healthy eating habits. Children are introduced to physical activities such as singing and dancing; a minded child spent a long time dancing to the music with her dolls involving the childminder and inspector in her fun. The childminder follows good hygiene practices and explains what she is doing so children can follow her example and learn the importance of good personal hygiene.

Children are encouraged to learn about the wider world through visits to the local area, nearby Rochester, country parks, farms, shops and the parent/carer and children Pop-In group. While walking to different places the childminder talks to the children about nature, weather, people and the surrounding places of interest. Children are also introduced to technology through the use of computers and musical instruments. There are simple computerised toys such as the train and track which minded children enjoy being able to turn on and make the train move around the track going backwards and forwards and making lots of engine noises. Musical instruments are another favourite especially the drum and cymbals which make a lot of noise and which children use to accompany their singing and dancing. This is enabling children to start developing their skills for the future.

The childminder supports children's behaviour. She is an excellent role model and remains calm at all times. She encourages children to respect each other and take turns. Children benefit from lots of praise and encouragement which teaches them to look for attention in a positive way. Children are provided with effective learning opportunities in a safe and caring environment.

## 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	3

### 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	3
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	3
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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### 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

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