

Inspection report for early years provision

Unique reference number	EY309180
Inspection date	29/03/2011
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 2005. She lives with her partner and two school aged children in Detling, Maidstone, Kent. The childminder works together with an assistant. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. There are steps to different levels on the ground floor. The childminder drives to local schools to take and collect children. The childminder attends the local parent and toddler group.

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 seven children in this age group on a part time basis or when working together with an assistant. 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 outstanding.

Overall the quality of the provision is outstanding. The childminder and her assistant have an excellent knowledge and understanding of each child's unique needs. This means that they effectively encourage children's development and well-being. Children's understanding of the world around them, their local area and diversity is extended through their play. They explore and learn by using interesting resources in a secure and safe environment. Children are provided with activities which are stimulating and interesting. Subsequently, their welfare and learning are successfully promoted. The partnership with parents and outside agencies is a key strength and contributes significantly to ensuring that the needs of all children are met very well. This means that children make significant progress. The childminder has very effective systems to carry on developing and improving. She uses regular self-evaluation to pinpoint priorities for future development which are promptly acted upon. As a result, she promotes a service which is responsive to the needs of all its users.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- strengthening the ways in which children's starting points are noted to clearly show how well children are progressing towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent knowledge of safeguarding children and her child protection policy complies with the Local Safeguarding Children Board. There is good range of information to access should she have any concerns about a child. The childminder has an effective range of policies and procedures, including a clear process for allegations of abuse made against the childminder or her assistant. Both the childminder and her assistant clearly describe the action to take if they are concerned about a child. This means that children are safeguarded and their welfare is paramount. Equality and diversity is promoted exceptionally well. There is an excellent range of information and resources which is embedded into the everyday practice. All children are valued as individuals and each family is supported according to their unique circumstances. As a result, all children are treated with equal concern and no child is disadvantaged. The childminder has a truly professional approach to her role. She is enthusiastic and inspired to make certain that the service she provides meets the needs of all the children and parents. Together with her assistant they are self-motivated and attend childcare training courses, such as administering specific medication. The childminder works closely with her assistant and they have an excellent understanding of self-evaluation in order to continually move forward. They identify aspects of their practice to maintain their continuous improvement.

Parents are provided with the childminder's written policies and procedures through a secure website. They have given all the required written permissions. The childminder has highly effective partnerships with the parents and other agencies. As a result, children's care and development is supported through extensive contact between all parties involved in their care. The childminder and her assistant are resourceful and use their individual talents very well. Children are excited as they ask the assistant to sing the road safety song. They are encouraged to develop a thorough understanding of how to keep safe. Children demonstrate the very familiar procedures for evacuating the premises in an emergency or making sure they understand road safety. For example, they wait with the assistant until the childminder says it is safe to get into the car or talk about holding hands and looking for vehicles before crossing the roads. Children's safety is consistently promoted through the every day practices, such as using stairgates across the play room or stairs. Younger children learn to negotiate the steps to the different levels and they have been taught to turn around so that they slide off backwards. The childminder has made certain that the insurance covers all her equipment. She has a meticulous risk assessment system for the home environment and all outings. As a result, children's safety is a top priority. Children's essential details including written contact numbers, a first aid kit and mobile phone are always taken when on outings and trips. The childminder and her assistant both have a current first aid certificate so that children receive appropriate treatment following an injury.

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

The childminder or the assistant use the child's observations to effectively provide a broad range of exciting activities tailored to their unique needs. For example, children are excited as they play with the magnifying glass to look at toys bugs or as they use this to see the size of everyday objects. The childminder is forward thinking and clearly explains how this activity will be extended when they go outside to play. Children make significant progress in all areas of development and learning in the Early Years Foundation Stage. As a result, they learn through their play and at their own pace. There are effective systems to record children's observations and to link these to the next stage of development. The childminder describes how she has taken an analytical approach to assessing how they maintain the learning and development records. She has very clear evidence of previous paperwork and has implemented a system to evaluate the success of the activities and children's ongoing progress. Parents provide the essential information about their child's interests and abilities. Nevertheless, there is no clear process in which children's starting points are noted to show how well they are progressing towards the early learning goals. Children read books together or are encouraged to solve problems and develop as independent learners. The childminder and her assistant have a comprehensive approach to make sure children develop effective skills to contribute to their future economic well-being.

Children influence the planning of themed activities which link to their current interests and abilities. The wide ranging activities planned throughout the year are used to link each child's individual plans together. The childminder and her assistant are extremely well organised. They provide a stimulating and comprehensive range of activities covering all the early learning goals. Children's individual background requirements are carefully considered as they celebrate a varied and extensive range of differing cultures. All children are motivated to develop an understanding of the wider world and how to save resources to reduce the 'carbon footprint'. They are supported and gently reminded to share toys or tidy these away so they are not a hazard. As a result, children learn how to be kind to each other and the importance of tidying away when they have finished playing. A healthy lifestyle is actively promoted through the everyday practice. Drinks are stored at a level where children can easily reach them. The childminder or her assistant talk to children about foods which help to build strong bodies and are good for them. Children have opportunities to access a very good range of exciting activities in the garden everyday. They go for frequent walks or visit places of interest, such as a castle or local wild life centres.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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