

Inspection report for early years provision

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| Unique reference number | 125222 |
| Inspection date | 30/03/2011 |
| Inspector | Sarah Morfett |
| 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 in Halstead, Nr Sevenoaks, Kent. The whole 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 four children at any one time three of whom may be in the early years age group. The childminder is currently minding one child who is 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 dog

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm and friendly environment where they have access to a good range of activities based on the Early Years Foundation Stage. Overall, their learning and development is promoted effectively because the childminder has a well developed knowledge of their interests. Effective partnerships with parents are established and help the childminder to meet children's individual needs well. The childminder has successfully addressed all recommendations from her last inspection and she is positive in her approach to improvement. However, the self-evaluation process is not yet sufficiently robust enough to identify priorities for development.

What steps need to be taken to improve provision further?

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

- strengthen 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

Good systems and procedures are implemented to ensure children are safe and secure in the childminders care. Her knowledge of the local safeguarding procedure is good. She is aware of the signs and symptoms of abuse and is confident about the procedures to follow should she have a concern about a child in her care. The childminder holds a current first aid certificate which enables her to act appropriately in an emergency. There is a written risk assessment which

covers all aspects of the childminders home and ensures children are cared for in a safe environment. She has an outings check list to ensure she maintains children's safety whilst out of the home. She carries out a thorough visual check at all parks and venues before she will allow children to play. This ensures the areas are safe, equipment is in good condition and all hazards are minimised. Children's safety and welfare is promoted well within the childminder's good practice.

The childminder is proactive in developing her knowledge of current childcare practice. For example, since her last inspection she has twice attended safeguarding training and up-dated her first aid qualification. However, she has not fully developed the use of self-evaluation and as yet, is not identifying areas for development that will improve the quality of provision for all children. She has addressed all of the recommendations she was set at her last inspection. This shows she is committed to maintaining continuous improvement. The childminder promotes equality and diversity well. Children are valued as individuals and treated with equal concern. They learn about their local community and the wider world through outings and attendance at local toddler groups, taking part in festivals and celebrations from other cultures. There is a good range of resources which promote positive images and reflect diversity. Therefore, children begin to understand people's similarities and differences.

Children's toys and resources are deployed effectively to maximise their learning potential. They are able to move freely around the home accessing different resources which support their stage of development well. Toys are in good condition, bright, inviting and entice children to play. Resources are easily accessible to all children who can make choices about what they play with. They are supported well by the childminder and develop independence. Therefore, they become confident learners. Children are only attending the childminders setting at present; however, she demonstrates a positive attitude to making links with others when this is required.

The partnership with parents is good. There is a good range of policies and procedures shared with them to ensure they are fully aware of the service provided and the aims for their children. Details of children's achievements are shared with parents throughout the day because the childminder takes time to text any achievements and send picture messages to the parents to share children's experiences. This means they are well informed of the progress their children are making. They receive daily feedback on children's well-being and are actively involved decisions about children's development. For example, they talk about moving children up to the next stage, for instance from a beaker to a drinking cup. The childminder also uses this time to talk to them about their expectations of her and how she can further meet children's individual needs according to their wishes. This means good relationships are well-established ensuring each child's needs are met.

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

Children are clearly happy and well settled in the comfortable and relaxed atmosphere of the childminder's home. She makes them feel secure in her care because of the warm and friendly relationships they have developed. The childminder caters for children's individual needs very well because she knows them well, recognising if they are tired or hungry. Children follow familiar routines such as sleeping at regular times. This means they develop a strong sense of belonging in the childminders care. Children enjoy the childminder's input into their play. She asks many questions to extend their thinking and helps to support their learning well. Such as, lots of open-ended questions which make children think, for example by asking 'what have we got in the bag' prompts children to name the objects that the childminder takes out. This help to develop their vocabulary.

Children enjoy many activities which promote all the areas of learning. They regularly attend groups mixing with other children their own age. This means they learn to socialise and build relationships. They thoroughly enjoy role play, using a till to pretend to shop. The childminder skilfully extends this by asking the child to choose some food from the cupboard to play with. The child chooses several items, placing them into a basket, learning to act out familiar situations. They spend time fascinated as they place the food items onto the conveyor belt, pressing the button to make them move along again and again. Therefore, children learn how to operate simple battery operated equipment. They enjoy exploring numbers and counting as they enter the price into the till and the childminder encourages them to count the items into the basket. Helping them learn simple maths concepts of adding and counting. There is a good balance of adult-led and child-initiated play which means that children are making good progress through the play based activities.

The childminder is aware of the children's abilities and what stage of development they are at. She makes regular observations of the children's achievements, linking these to the six areas of learning and evaluating them to identify a next step in children's learning. This information she gains is then used to plan ahead for children bearing in mind their interests and stage of development. Therefore, children are moving forward well relation to their starting points.

Children learn to keep themselves safe from an early age. For example, even the very young children take part in regular fire evacuations which means they become familiar with safety procedures early on. The childminder teaches the very young children to negotiate stairs safely by coming down backwards slowly. She reinforces safety rules when out, for instance holding hands and to look both ways for cars before they cross the road. This helps children to learn to assess risks and consequently they learn to keep themselves safe.

Children are set clear boundaries so know what is expected of them. The childminder is a good role model saying please and thank you. Children mirror this behaviour and learn to be kind and polite. Healthy eating is promoted in partnership with the parents who provide healthy food for their children. The

childminder provides healthy snacks and makes sure they have regular drinks to keep them hydrated throughout the day. They wash their hands before they eat and afterwards hold their hands up to be wiped with baby wipes. This shows that they are beginning to understand good hygiene routines.

The childminder takes good steps to reduce the risk of cross-infection and provides children with their own towel to dry their hands on. Effective measures are taken to prevent the spread of infection as children stay at home if they are unwell. Children have good opportunities to be active for instance by attending different groups regularly they can use a varied range of equipment challenges them and helps develop their physical skills. Therefore children's health and well-being is promoted very well.

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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| 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

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| 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 | 3 |
| 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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| 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

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| 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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