

Inspection report for early years provision

Unique reference number	126609
Inspection date	12/04/2011
Inspector	Claire Parnell
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.

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 1994. She lives with her husband in Rusthall, near Tunbridge Wells, Kent. The whole ground floor of the childminder's house is used for childminding, with the additional use of the upstairs bathroom. There is a secure garden for outside play.

The childminder is registered on the Early Years register and the compulsory part of the Childcare register to care for a maximum of four children at any one time when working alone and five children when working with her assistant. She currently cares for five children, of which four are in the Early Years age group. The childminder attends local amenities within the community such as toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively supports the welfare and developmental needs of the children in the Early Years Foundation Stage. Children develop very close relationships with the childminder and this helps them to feel happy, settled and secure in the setting. The childminder works very closely in partnerships with parents and other settings to promote consistent practices with regard to children's individual care needs and ongoing development, although some documentation lacks information about children's backgrounds. The childminder meets the developmental needs of children at source with some areas for improvement within assessment systems. The childminder clearly demonstrates an understanding of her strengths and those areas that require improvements, promoting her commitment to continuous improvements within her service.

What steps need to be taken to improve provision further?

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

- maintain records of children's backgrounds such as language spoken at home and religion
- analyse observations to help plan next steps for individual children's development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well within the provision. The childminder demonstrates a good understanding of safeguarding procedures and of the referral process with regard to reporting any incidents of abuse and neglect. She has updated her

knowledge with regard to child protection, through attendance of training courses, so that she has up to date understanding of current legislation. The childminder has thorough risk assessments and procedures in place to help keep children safe in her care. The setting is thoroughly checked and procedures changed to match situations such as building work and additional hazards. Children receive gentle reminders about safety. For example, she talks to babies about using holding onto a walker safely, holding them upright and supporting them whilst learning to move. She assesses hazards for individual children such as removing items for the back of doors to prevent doors being pulled back on to young children. Risk assessments are also carried out for regular trips and outings. These consist of local amenities such as soft play areas, libraries and toddler groups. The childminder has a good understanding about supervising children, especially when sharing activities with unvetted people. The childminder has ongoing checks carried out for herself and family members to provide clearance to have unsupervised access to children.

The childminder has a positive attitude towards ongoing training and the development of her practices. She has attended training with regard to child protection, paediatric first aid and observation/ assessment systems. The childminder uses a formal self evaluation system to evaluate what works within her service and to identify areas for improvement. She has identified documentation as her particular weakness and has attended some training to support this area. The self- evaluation system is reflective of her practice and identifies other areas within the setting that she plans to develop further. The childminder has also identified further developments such as learning sign language which was initiated by one child in her care learning this at another setting. The childminder has taken active and positive steps to meet the recommendations from the last inspection, therefore improving the outcomes for children.

Children have access to a wealth of resources in a safe and accessible storage system in the dedicated play room. Resources, equipment and activities reflect all children's ages and stages of development, therefore promoting their ongoing development. The childminder uses local provisions as an additional resource, particularly in promoting children's social experiences and physical development. The childminder uses information, new skills and knowledge from her training as a resource to promote positive outcomes for children.

The childminder mostly promotes equality and diversity through the resources and activities that reflects positive images of today's society. For example, children's simple books about skin tones and beliefs and different ethnic dolls. The childminder knows the children well and provides experiences and care that reflects their backgrounds. However, some children's records do not accurately show details of their background which impacts on continuous or consistent care. The childminder promotes inclusive participation for all children to provide experiences and activities to match their levels of understanding, ability and development.

The childminder has developed good partnerships with other settings and uses parent's professional knowledge to meet individual children's needs. Some children attend other settings and the childminder endeavours to share information with

other key people in that setting and uses information from them to enhance children's development and routines, such as learning to sign with one child which was introduced at another setting.

Parents have very positive and close relationships with the childminder which results in parents being fully engaged in the setting and aware of their child's achievements and experiences whilst with the childminder. Parents make very positive comments about the quality of care provided by the childminder and actively take part in the inspection process to share their views, comments and experiences of the care their children receive. Parents and the childminder share outings and new experiences with the children. For example, both talk to the children about watching the soldiers returning home, marching through the town centre and discuss the impact that this trip has on the children and their local community. Parents receive verbal information about their children's achievements although the childminder has recently introduced a system to share her observations on a monthly basis through photographs and links to the Early Years Foundation Stage. This provides a platform for the childminder and the parents to discuss children's ongoing development and welfare.

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

The childminder demonstrates a very good understanding of how children learn and develop. She talks to them about colour, shape and numbers throughout all routine and play activities. For example, when children visit the supermarket she helps them to count the foods and helps them to recognise known and unknown food items to develop their understanding. She supports their language and communication skills well throughout their time with her. She babbles with babies and effectively allows time for babies to babble back to her responding to her earlier sounds, developing the early stages of communication. She keeps eye contact with young children to reassure them to try new experiences, such as learning to use a walker. Children use resources to make marks using tools and their fingers, linking their understanding of marks for a purpose to the use of technology and tools. Children discover that the tracks they make in the water helps to make "Thomas the Tank engine" to move. Therefore learning about cause and effect. Children have multiple opportunities to socialise with both their peers and adults through local groups and by visiting cafes and supermarkets, learning to cooperate and negotiate in their play. They learn valuable life skills such as waiting in line, ordering from menus and asking for their choice of drinks. The childminder has a positive attitude towards following children's individual routines such as sleeping and is very aware of children's characters and personalities to enable children to sleep how and when they like. The childminder is quick to respond to children's changes in emotions and settled them quickly by laying them down for sleeps or providing appropriately warmed bottles for them. Children are inquisitive and independent learners, pushing their development boundaries by attempting to crawl for the first time towards toys placed just out of their reach. On achievement, the childminder gives children plentiful praise and encouragement which make children feel proud and willing to try again. These

activities promote children's skills for the future.

Children have access to a range of stimulating activities based on their interests and stages of development. The childminder sets out a range of toys and resources she knows children like and provides additional resources in easily accessible storage units. For example, the childminder settles a baby on to the floor with a basket of familiar activities that she has played with before to reassure her and encourage independent play. Children show that they are very settled and comfortable in the childminder's care, eagerly giving her cuddles and kisses.

The childminder knows the children's developmental stages at source and provides effective play, activities and resources to promote their further development. The childminder has initiated an assessment system although this does not fully take into consideration the use of observations to provide for children's next steps of development. Observations of children's progress are basic, but developing due to the childminder's ongoing training and development within this area. They are linked to the areas of learning within the Early Years Foundation Stage but not to the assessment scales within the stages of learning.

Children's health and well-being is promoted well. They are cared for in a clean and tidy house. The childminder encourages effective hygiene procedures to help children to learn about germs and the need to wash their hands before eating and after toileting and outside play. The childminder provides both food and drink for the children and helps children to understand the importance of freshly cooked healthy foods. Children have access to drinks throughout their time with the childminder. The childminder provides food that is discussed with parents and takes into consideration the stages of weaning and children's likes and dislikes. The childminder also has a regard for children with dietary requirements.

Children learn to keep themselves safe through effective daily discussions and activities such as holding hands and the buggy when walking on pavements, wearing florescent vests and wrist bands when in public parks and waiting by the gate whilst the childminder puts individual children in the car. Children receive clear and effective explanations about safety, with particular regard to the childminder's recent building works. Children learn not to enter the kitchen whilst she is cooking and stand by the step talking to her whilst she cooks their lunch and tea.

Children are well behaved and benefit from rules and boundaries set by the childminder. She helps them to understand right and wrong through discussions and time out to think about their actions upon others. The childminder acts as a good role model for children, always saying please and thank you to children, which is reciprocated by the children. Therefore, children gain good levels of confidence and self esteem.

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	3
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

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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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