

Inspection report for early years provision

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Inspection date	17/02/2011
Inspector	Linda Coccia
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 2004. She lives with her partner and two children aged nine years and 12 years in Yalding, Kent. The whole of the childminder's town house is used for childminding and there is a fully enclosed garden for outside play. There are steps internally up to the different childminding areas.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years at any one time; of these, up to three children may be in the Early Years Foundation Stage (EYFS). When she is working with an assistant she is able to care for up to five children in the early years age range. The childminder is able to provide overnight care for up to two children. The childminder is currently minding four children between the ages of four years and eight years, of whom one is within the early years age range.

The childminder walks/drives to local schools to take and collect children. She attends the local pre-school and local childminding groups. The family has a pet dog. The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides good quality care for children. She is particularly effective in her planning for children's activities in order to offer complementary care for children who receive the Early Years Foundation Stage framework all day at school. Overall, children's needs are well met. The childminder has addressed recommendations from her last inspection to improve her service for the children. This shows she is able to maintain continuous improvement.

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. For example, include comments and views from other sources.

The effectiveness of leadership and management of the early years provision

The childminder is passionate about the quality of care she offers to individual children. She relishes the thought of being able to play an active part in encouraging their individual learning and development. The childminder has a range of good safeguarding procedures in place to protect children. For example, she has ensured that all adults residing on the premises, and regular visitors, hold current Criminal Record Bureau checks. All regulatory paperwork is well maintained. However, due to an explained oversight the childminder has committed an offence by failing to notify Ofsted of change to the premises. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage (EYFS). Ofsted does not intend to prosecute on this occasion. However, the impact on the children during the building work taking place was negligible. They enjoyed watching the new room being constructed safely through the kitchen window and learnt lots about its construction. The childminder carried out extensive risk assessments on the premises while construction took place and tradesmen did not come into contact with the children at all. Overall, safeguarding is judged to be satisfactory and children's well-being is promoted.

The childminder has completed an online evaluation of her service. She clearly shows her strengths and achievements and has been able to formulate plans for improvement. Although the childminder canvasses the views of parents and children, these are not evidenced as playing an important role in directing improvements. The childminder's new room has had a major positive impact on the children as they now have double the amount of free floor space available to them. The toys and equipment are of good quality and are well maintained. The toys are readily available to the children when they get home from school. The children often accompany the childminder to local venues, such as smallholdings and farm shops. By participating in regular outings children get a good understanding of their local community.

The childminder has a good attitude towards equality and diversity issues and some aspects are exemplary. For example, the childminder has sourced an effective education programme to help children with special educational needs. This has had such a positive impact on the children's learning abilities that the primary school they attend plans to adopt the same programme. She is currently attending a course to learn about children on the Autistic spectrum although none currently attend the setting. By attending different courses and workshops the childminder has forged links with a wide range of different professional services as well as other EYFS providers, such as the children's school. Through effective partnership working children are supported very well. The childminder provides lots of written information for parents about the way she organises her setting. They are consulted about any proposed changes to procedures. She listens to their views and negotiates suitable outcomes for everyone. Parents exchange information about children with the childminder at drop off and collection times. This means that children are receiving consistent care because regular discussions of their needs take place.

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

Children and parents are welcomed warmly into the premises. The childminder uses good procedures to help new children settle. For example, she uses picture time lines to show children at what point their parents will be returning to collect them. This practice relieves children's anxiety and allows them to have an enjoyable time. The childminder is pleased when children get to the stage of being able to choose activities for themselves and making their views known because children show they feel safe in the setting through their attitudes and dispositions.

Children are able to choose their own activities. They can play on their own or work together on some excellent projects which they all agree on. For example, children chose to do a project on space. They made space ships and planets using an excellent range of different craft mediums. They looked at books on space and sought inspiration from the pictures. They went to the cinema to see a space film, made strange sounding space music from real and made up instruments. They have built their own space ship from large cardboard boxes. This promotes team working and problem solving skills. Children dress up in space costumes and prepare and cook 'space food'. All the areas of learning were covered in the project. It is expertly evidenced in the breakdown of the childminder's planning and her written expectations for each of the children. The excellent use of good quality toys and equipment and a thorough understanding of the abilities of each child mean that children are fully engaged in their play. As a result, children are interested learners and are developing a wide range of future skills.

Children always have access to fresh drinking water and are encouraged to self serve from a pouring jug to prevent dehydration. They understand that their bodies need water for a variety of functions including helping them stay alert. Children also have excellent choices about the food they eat and are included in menu planning. They enjoy selecting different foods from the local shop to try and understand that they might need to try their choices of food a few times before they declare that they like it or not. Children have excellent opportunities to engage in physical play on a daily basis. Currently they choose to use the local park equipment as it is near their school and they can play with their friends. During the holidays the childminder arranges play dates with children's friends at the park to provide continuity in their peer relationships outside the minding situation. Children are learning to adopt a healthy lifestyle because the childminder is proficient in promoting healthy eating and active play.

Throughout their childminding experience children learn to play well together and respect each other's views and values. Children contribute to the setting through their self-initiated activities which encourage teamwork and sharing.

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	3
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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
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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