

Inspection report for early years provision

Unique reference number	EY416837
Inspection date	19/04/2011
Inspector	Mary van de Peer
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been registered since 2010 and lives with her husband and young son in Tunbridge Wells, Kent. Childminding generally takes place on the ground floor, although one first floor bedroom is also used for children to sleep. The toilet facilities are on the ground floor. The family have a pet rabbit. She is registered to care for a maximum of five children, two of whom may be in the early years age group. The childminder currently has two children in the early years age group on roll. The childminder receives support for the local authority and is also a member of the National Childminding Association. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder creates a friendly, welcoming and stimulating environment for children. She has processes in place to ensure their safety and learning are promoted well. Overall, the childminder ensures all children have opportunities, both in and out doors, to play and develop new skills. Children benefit from the childminder's attentive and caring approach and they are happy and confident. The childminder makes sure she meets children's individual care needs by engaging well with parents. Her partnership with other organisations is also developing appropriately. These practices help children make good progress and promotes their welfare and development.

What steps need to be taken to improve provision further?

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

- ensure that children have opportunities to be outside on a daily basis all year round with freedom to explore and be physically active
- strengthen systems to monitor and evaluate working in partnership with parents and other child care professionals to further promote continuity of care for children

The effectiveness of leadership and management of the early years provision

The childminder provides a safe and secure environment, enabling children to explore and play with the available resources freely. The detailed risk assessment record clearly shows how potential hazards are minimised, including information to ensure children's safety during outings. The childminder has made sure she has a secure understanding of her role and responsibilities regarding child protection and

safeguarding children's welfare.

The childminder is committed towards striving for improvement in her setting, to benefit the children she cares for now and in the future. She has developed a very thorough self evaluation and reflective practice system which is obviously effective for her needs. The childminder has a good awareness of her strengths and recognises areas for improvement. The childminder recently registered and is now planning to attend additional training to improve her practices. She has identified observation, assessment and planning and safeguarding as workshops she wants to access. The childminder promotes the current skills and abilities of the children by engaging with parents on a daily basis, verbally and by using a contact book. The childminder is starting to build links with other professional child carers, including childminders and pre-school settings. This means the positive relationships developed, will help promote consistency in children's care.

The childminder organises her home with good consideration regarding safety and making sure there is sufficient play space for children. They are able to explore different areas and gain some independence when appropriate. For example, children can use all the downstairs area and often take toys to play in the dining area. The play resources are wide ranging and in good condition. Children are able to make their own choices about their play, alongside some planned activities by the childminder. She always ensures all the learning areas are catered for. The outside play space is not always used on a daily basis but the childminder regularly includes local walks and visits to parks in her everyday planning. Children benefit from the physical exercise and fresh air.

Weekly observations are carried out on each child and the childminder evaluates and notes the outcomes for children. This results in next steps being identified well and the information gained is used for future planning. Equality and diversity are promoted well. Children are valued as individuals. For example, the childminder follows the wishes of parents to ensure home routines are followed, wherever possible. She shares a good range of guidance and information with parents. They each have copies of her policies. Procedures and child care related posters, training documents and the Ofsted registration certificate are displayed in the kitchen. Other relevant information in clearly labelled files is also easily accessible. Recent parent correspondence show they are very happy with the care their children receive. This helps to contribute towards continuity of care and effective outcomes for the children.

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

The childminder has a very good knowledge and understanding of the Early Years Foundation Stage requirements and supports children's welfare and learning effectively. The provision of toys, equipment and experiences cover all areas of learning and help children progress very well. For example, the childminder provides stimulating and challenging resources to promote the creativity skills of children. She gives them good attention, talking and encouraging them as they

play, enabling them to develop skills such as early communication and problem-solving.

Children are provided with opportunities to develop physical skills, through daily outings to parks and toddler groups. Observations are carried out on the children, at least on a weekly basis. These are clearly recorded and photographs support the evaluative text. Parents are kept well informed of their children's achievements and progress. The childminder matches her observations to the expectations of the early learning goals, planning for the next steps needed in learning and monitoring children's development. The childminder is now building on children's interests, abilities and needs, enabling them to move forward effectively in their learning. Children show they really enjoy being with the childminder. They have formed close relationships with her and are comfortable and settled. The childminder spends time with the children constantly as they play with the toys provided. Children attempt to copy the childminder's actions, for example, as she sings and shows them how to make sounds from the musical instruments. This allows children to be curious, creative, also encouraging an early awareness of number concepts. The childminder regularly praises children, affirming their achievements as they explore and play. This helps to develop their sense of belonging and self-assurance. It is very clear children feel safe and secure within the childminder's care. They trust her to meet their needs and look to her for guidance and help. The childminder is warm, fun and caring towards all the children, which helps them to develop confidence and self-esteem. They are comfortable with the flexible routine the childminder has developed. Children smile and interact with her as they all play together.

Effective health and hygiene routines are encouraged. Even very young children learn to wash their hands and begin to develop an early understanding of good personal care. This practice also helps to prevent the spread of infections. All snacks, meals and drinks are provided by the childminder. She organises her time so that she is able to pre-prepare food. Children benefit from nutritious snacks, meals and drinks. Children are also preparing to plant a few vegetables, such as carrots, tomatoes and cress this spring, extending their knowledge about healthy living. The childminder also encourages them to help with recycling waste such as paper and food. Children are beginning to learn more about caring for their environment. The resources include positive images of diversity and children attend regular activity groups. These practices help children become aware of the similarities and differences between people in society. The experiences provided contribute well towards helping children develop the necessary skills for their future learning and development.

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	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

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	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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