

Inspection report for early years provision

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Inspection date	27/04/2011
Inspector	Joanne Wade Barnett
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 1998. She lives with her husband and four older children in Paddock Wood, Kent. The whole of the ground floor areas is predominantly used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time. She is currently minding four children within the early years age range. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is able to support children with special needs. The childminder has a pet dog.

The childminder drives or walks to local schools to take and collect children. She also attends the local toddler group. She 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.

Children settle well in the childminder's home, because she knows them well and treats them as individuals. The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. Children make good progress in their development and the children's progress is shared with their parents on a regular basis. Positive relationships with parents support children's development and promote children's welfare. The childminder has completed a self-evaluation which is evolving as she is starting to identify the strengths and weaknesses of her provision, to ensure continuous improvement is made.

What steps need to be taken to improve provision further?

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

- analyse observations of children's learning to plan for the next steps in children's development and use these to inform future planning
- support children in using a range of ICT to include cameras, photocopiers, CD players, tape recorders and programmable toys in addition to computers.

The effectiveness of leadership and management of the early years provision

Very good priority is attached to safeguarding. The childminder's knowledge of child protection issues is good and she is confident about how to take forward

concerns. Children are relaxed and confident in her presence, which is indicative of them feeling safe and secure and they are taught simple ways to stay safe. The childminder is very mindful of security, emergency procedures, keeping children safe on outings and ensuring her risk assessment is up-to-date. These measures all help to ensure that the welfare of each child is promoted and reduce the likelihood of accidents.

Equality and diversity is promoted. Children are valued as individuals and treated with equal concern. There is a very good mix of indoor and outdoor activities and busy and quiet times so children have a range of different, highly beneficial experiences. These measures are underpinned by the childminder's written policy and her positive attitude toward meeting the needs of children and their parents. Children learn about diversity and the differences between people in society through the resources provided and a good range of outings where they mix with other children and adults. The experiences on offer are equally available to all children.

The childminder has completed a self-evaluation which is evolving as she is taking into account parents' views, to accurately identify the strengths of her setting and areas to further develop. The childminder has updated policies and procedures and reviews the activities and different groups the children attend to ensure this meets the children's needs. Training in the future is viewed as a way to improve the service provided to children and to extend the childminder's knowledge, thus promoting the good outcomes for children. All recommendations from the previous inspection have been addressed and implemented. As a result children's welfare is fully promoted and safeguarding is given high priority. Therefore, the capacity of the provision to maintain continuous improvement is good.

Parents are happy with the care their children are receiving and are kept fully informed of their children's achievements, well-being and development on a weekly basis. They are encouraged to contribute to this process through a variety of ways, for example, care diaries, photographs or verbal discussion helping to support children's learning and development. The childminder shares information about her practice with the parents including the policies and procedures and any new activities she intends on offering. They see all the relevant documentation which is up-to-date and accurate enabling them to have a good understanding of the roles and responsibilities of the childminder. Written consents for aspects of care are obtained from parents to fully promote children's well-being. The childminder is aware of the importance of sharing information with other providers who share care of the children and outside agencies when applicable.

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

The childminder provides a warm, welcoming environment for children to learn and develop, using a good range of equipment and resources. Children enjoy lots of child-initiated play along with adult-led activities to address all six areas of learning, although less emphasis on how to use appropriate information

technology has yet to be fully explored to support their learning. The childminder's good knowledge of the learning and development requirements and Early Years Foundation Stage guidance promotes children's social, physical and economic well-being. Regular observations and assessments ensure children make good progress in their learning. However, next steps do not reflect the learning that has taken place or fully inform future planning. Children's files are being developed to provide a clear progress record for parents to share.

Children are settled and confident in the childminder's home. They move around her home freely and show familiarity with the resources and where to find them. Children show good concentration in the self-chosen activities, happily looking at books and pretending to tell a story or sharing them with the childminder. Children treat books well and understand about turning the pages from left to right, supporting their reading skills. The childminder talks to the children all the time, asking questions and supporting children's speech and language, thereby promoting confident communicators. Children show a good understanding of early numeracy skills asking for more pears and observing the different sized cups. Children identify 'empty' when all the toys have been taken out of the container and put them all back in to 'fill it up'. Children are able to develop their imagination using the role play equipment, pretending to use the microwave and using the play kitchen to make adults cups of tea and dinner for their friends. Children play in the sand pit and experiment with both wet and dry sand. Opportunities to paint, draw and use play dough are planned into the week, with additional resources for creative play available when visiting the local childminder group.

Children are able to develop a good understanding about living a healthy lifestyle because of the daily opportunities to benefit from fresh air and exercise. Children go for walks to the local park and have good opportunities to use the large play equipment at the park or in the garden. They are given healthy snacks, although they are unable to make choices as only one option is offered each day. Children have constant access to their drinks of water and are reminded about having a drink regularly throughout the day. Hand washing is encouraged before children eat and after using the toilet or having their nappy changed to promote good hygiene routines. Children show a good sense of being safe as they approach the childminder for reassurance or to share some information. Children are able to play in a safe environment because the childminder ensures her home is clean, safe and all the toys well maintained. Children learn about road safety, holding an adults hand when on outings and build awareness of talking to strangers when away from the childminder's home.

Children play exceptionally well together, learning to share the equipment and resources. All children are treated with respect and as individuals which helps to ensure their individual needs are met. Children are confident and show good levels of self-esteem as they build good relationships within the setting, both with each other and the childminder and her family. Children are able to make choices and able to play on their own as well as with their peers. They behave exceptionally well and begin to show a good awareness of the house rules and routines, helping to tidy away the toys to make room for additional resources.

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	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	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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