

Inspection report for early years provision

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Inspection date	11/05/2011
Inspector	Cilla Mullane
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 2003. She lives with her husband and three children in the Kennington area of Ashford, Kent. The ground floor and an upstairs bedroom are used for childminding. There is a downstairs toilet. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, three of whom may be in the Early Years age range, with only one being aged under one year at any one time. There is no provision for overnight care. She is currently caring for two children in the Early Years age range on a part time basis. She has experienced of caring for children with Special Needs. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She also currently looks after seven older children, also part time.

Schools, pre-school, toddler group, shops and parks are nearby. The family has a pet dog and two cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's provision is totally inclusive; all children and families are made welcome, and she supports each child to enable them to reach their full potential. Her good planning and observations of children enable her to provide activities tailored to their individual interests, but records of achievements are not yet linked to children's ages. Children are very motivated and challenged in their play, as resources are carefully selected with their interests in mind, and older pre school children can select more of their favourites from the cupboards. Comprehensive records and procedures promote children's welfare and inform parents. Parents are fully included in their children's learning, and their views are welcomed and respected. The childminder thinks critically about her provision, which enables her to identify areas for development, and consistently improve outcomes for children.

What steps need to be taken to improve provision further?

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

- extend the use of observations of children's achievements, interests and learning styles in all areas of learning in order to track their progress across the areas of learning, and show how well they are progressing from their individual starting points
- develop the environment to improve children's ability to choose their own toys and activities, and initiate their own play

The effectiveness of leadership and management of the early years provision

Children are thoroughly safeguarded, and their welfare is promoted to a good standard. Detailed risk assessments enable the childminder to eliminate hazards in the home. She also carries out risk assessments for the various outings enjoyed by the children. Adults in the house have all been suitably vetted. Children who have allergies or special diets are well catered for, as the childminder has a good awareness of these, their signs and symptoms, and treatment. The childminder is attends lots of short course to ensure her knowledge of relevant aspects of her work, such as child protection, is up to date. All required documentation is maintained to a high standard, and the policies and procedures which underpin her work are appropriately shared with parents. She has a good ability to look critically at her provision, and so well targeted changes consistently improve outcomes for children.

The childminder has experience of caring for children with special needs and/or disabilities, and has high expectations for their progress. They are fully included in all activities, and supported so that they develop to their full potential. All the children have access to books depicting children with special needs, and so they are starting to develop a good understanding and respect for differences.

The environment is set out daily with a good range of toys tailored to each child's interests. For example, children who are interested in animals have access to the play zoo and farm, and books depicting animals. They have access to more resources in the cupboards, but these may not be readily accessible to a young, new or less confident child. Therefore some children have less opportunities to initiate their own play and learning.

Letters from parents show that they have great confidence in the childminder's provision. They state that she is friendly and professional, and their children are safe and happy in her care. They feel that she is very skilled at communicating the details of children's activities and wellbeing. They have complete confidence in her ability to meet children's individual needs. Parents wishes for their children's care are ascertained at the start of the childminding arrangement, and respected; for example, regarding food and time watching television.

The childminder liaises successfully with other childcare settings, such as nurseries, attended by minded children. Relevant information is recorded in a contact book, which is passed between the other setting, parents and the childminder. Therefore consistency of care and progression are good, and the childminder concentrates on the same areas of care or learning as the other setting, and children are well supported. She has good links with other professionals who support children, and is therefore able to continue any courses of treatment or therapy as may be necessary.

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

Children make good progress in their learning. The childminder plans exciting activities for each child, based on their abilities and interests. Records show that she observes children's achievements across all areas of learning. They also show any gaps, so she can see where extra learning opportunities are needed. She does not yet have systems in place which demonstrate that children are achieving appropriately according to their age.

Children are motivated, and show good interest in the activities provided, appropriately according to their age. They love books, and enjoy the close attention as the childminder reads stories to them. Toddlers enjoy music, and become engrossed in songs such as the 'animal boogie', asking for it again and again, listening intently for the animal noises. The childminder draws their attention to numbers and colours as they play, and young children are starting to show a good awareness of counting. This all contributes to their understanding of concepts such as space and shape and to their early number skills. Access to craft materials enable them to design and decorate, and be creative., thereby developing visual imagination and good fine motor skills.

The childminder makes sure that she has thorough information from parents to enable her to care for children according to their individual needs. She gets detailed information about any special needs, and gathers relevant information regarding routines, likes and dislikes. This means that she can offer care and learning experiences tailored to each child's individual needs and interests, encouraging the children to feel secure and settled. Toddlers show that they feel safe with the childminder. They are eager to snuggle up on the childminder's lap and hear a story. They make their needs known, confident that the childminder will respond positively. The childminder is sensitive to children's feelings, and respects their need for privacy and dignity during toileting and nappy changing, so they feel secure and develop appropriate behaviour.

Toddlers are beginning to understand the importance of their personal hygiene as they are encouraged to have a go at wiping their own hands when the childminder has finished cleaning them. They hold out their hands to be wiped during painting and craft activities. The childminder displays good hygiene routines herself, showing children that she washes her hands appropriately, for example, before and after changing nappies. Children's physical development is good, due to trips to the local parks and play gyms, and challenging activities planned to meet their individual needs.

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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