

## Inspection report for early years provision

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<b>Unique reference number</b>	EY415949
<b>Inspection date</b>	11/05/2011
<b>Inspector</b>	Claire Parnell

<b>Type of setting</b>	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*.

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## **Description of the childminding**

The childminder registered in 2010. She lives with her husband and two children. They live in a house in a residential area of Tunbridge Wells near to shops, schools and parks. The whole of the ground floor and an upstairs bedroom are used for childminding. There is a fully enclosed garden available for outside play. There are steps to the house and in the outdoor area.

The childminder is registered to care for a maximum of two children in the early years age range. This provision is registered by Ofsted on the Early Years Register. She currently cares for one child in the Early Years age range, on a part time basis. The childminder regularly attends local childminding groups, toddler groups and uses local amenities such as libraries and parks.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder provides the children with a good range of experiences and activities which promotes their learning and development well, with some minor areas for improvements regarding the documentation of children's development. Children settle quickly and are confident in her care because the childminder has a good knowledge of each child's needs. Children play within safe boundaries and are well cared for by the childminder at all times. The childminder's capacity for maintaining ongoing improvements to the provision is good. She uses effective systems to identify strengths and weaknesses in the provision. The childminder's positive and professional partnerships with parents enhance the continuity of care and learning for children.

## **What steps need to be taken to improve provision further?**

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

- develop the assessment and observations systems further to clearly link to children's achievements and next stages of development within the Early Years Foundation Stage
- encourage parents to contribute towards children's development records.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is very effectively safeguarded. The childminder's robust risk assessment for all aspects of children's care is carefully and thoroughly documented to ensure that the premises are safe and any identified risks are mineralised. She has a clear understanding towards her responsibilities to protect

children from harm and is fully aware of the steps to take if she has a concern about a child in her care. She has a thorough range of policies and procedures which underpins her good practices and keeps parents well informed of her service. The required documentation to promote children's welfare, such as accident records and attendance records are well maintained to the appropriate standard and there is a good range of written permission from parents which protects and maintains children's safety at all times. The childminder has a sensible attitude towards helping children to take the next steps when playing at local parks by using more complex and challenging equipment carefully, through explanations and discussions about their safe use.

The childminder has a clear vision for the future regarding the development of her service. She is eager to continue her professional training and is willing to attend local childminding workshops to enhance the welfare and development of the children in her care. The childminder has completed a well documented self evaluation and clearly identifies her strengths and the areas she wishes to develop further. She uses local childminding groups as a support network to enable her to gain new skills and implement these into her practices as soon as possible.

Children have access to a good range of resources, equipment and activities. Children are encouraged to make choices for themselves by negotiating with other children to share and play together. Children know where the activities are which are stored in appropriate storage units within the areas of the house where the children play. The resources provided are all appropriate to the age and stage of the child. The childminder actively seeks additional resources within her local community by borrowing toys and equipment from the toy library and books from the library, particularly resources that reflect today's' society.

The childminder understands the importance of supporting a child's home background and ensures she has sufficient information so that equality and diversity is promoted well. For example, she uses children's key words from their home language when she offers them a drink and in their play. The childminder uses effective resources to reflect celebrations of her own and other faiths and cultures throughout children's play, ensuring that children's language, ethnicity, abilities and religions are highly valued at all times.

Children benefit from the good partnerships that the childminder has with parents. She ensures that she gains useful information from the parents when children settle to influence her initial plans for their development and so that she begins to get to know the children well to enable them to settle quickly and confidently. This also helps to ensure that parents wishes are respected and children's needs are met by following their own routine from home. For example, the childminder only allows a child to sleep for the agreed time with the parents to ensure the child goes to bed on time in the evenings. Comprehensive contact notes are shared alongside daily discussions. Children's achievements are shared with parents through written observations and verbal information although parents are not always encouraged to share details about how children are progressing at home. At present the childminder does not have any links with other settings that the children attend but liaises closely with other childminder's who live locally to build networks of support towards additional resources and ideas. The childminder

clearly understands the importance of liaising with other professionals in contact with children in her care to promote continuity and consistent approaches.

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

The childminder supports children's learning very well. She encourages full participation from the children in her care, with very positive and active interaction at all times. She sits back and allows children to lead the play but uses very effective open ended questions to extend their thinking and challenge their learning. The childminder very cleverly links all activities to all areas of learning, including the use of mathematical language and problem solving in play and every day routine activities such as tidying away and preparing snacks. The children are continuously stimulated through their play, talking to them about what they are doing to promote their interest and curiosity. For example, she talks to them about the different colour and sizes of the play foods, encouraging children to talk about the fruits and vegetables that they like as well as comparing the sizes of the large apple and the small one. She consistently encourages sharing and turn taking, which promotes their social development as well as their skills in language and communication. The childminder knows the children well, offering experiences that link to their interests. For example she has recently supported children learning about growing and planting sunflowers. She is aware that one child particularly likes small creatures such as ants and woodlice. Therefore, she has introduced walks in the local woods to spark further interest in the world around them. Role play and small world imaginative play, with play houses and people help children to represent real life situations through their play. For example children talk to the play people about going to bed and to drink their bottle. Toys and resources cover all areas of learning both indoors and outdoors and help children develop the essential skills needed for their future learning and development.

The childminder has initiated systems for planning and observing children's individual developmental needs. She has a clear understanding of the ages and stages of development and makes links to the six areas of learning whilst they are playing. However, children's observed achievements are not always linked to the stages of development and are not effectively used to identify their next steps for development within the planning.

Children learn about safety aspects throughout their time with the childminder due to the clear and sensitive explanations about their safety, such as using a chair with a back to carefully stand on to wash their hands at the kitchen sink for snack time. She talks to children about using tools safely, such as wooden blunt knives for cutting their snacks up themselves. Children are encouraged to sit down properly on chairs and to use equipment appropriate to their age and size. For example, small children use a booster seat whilst playing at the table so that they can reach the resources themselves without leaning over the table. Children demonstrate how they feel safe, even though they are new to the setting. They respond well to the childminder and settle into the routine of the day with confidence. They play happily and cooperatively with the childminder's son

demonstrating a good sense of belonging.

Children's health is promoted very well. Children learn to ask for tissues when they have "bubbles" from their noses. They are actively encouraged to take part in the preparation of snacks and meal times, learning about the hygienic preparation of food and the hygiene practices of washing their hands before touching food. They have access to fresh drinking water at all times in vessels appropriate to their level of development. The childminder encourages those children who do not drink much to quench their thirst after active play. Children play outside, either in the childminder's garden or at local parks and woodlands on a daily basis, learning to appreciate the fresh air and space to develop their physical skills. Children's meals and snacks are provided by the childminder who ensures they have access to very healthy options of foods taking into consideration children's likes, dislikes and requirements.

Children are supervised well as they play, but this does not deter from the children leading their own play. Children learn to share due to the childminder's clear explanations about cooperative play and taking turns. She uses positive behaviour strategies such as praise and cuddles to reinforce good behaviour. They confidently confide in the childminder when another child has forgotten how to share or decides that they want the other child's toy. The childminder acts as a good role model using good manners and showing respect for the children. These positive strategies help children to develop 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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