

Inspection report for early years provision

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Inspection date	17/05/2011
Inspector	Linda Nicholls
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 two school aged children in the Welling, Kent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of four children under eight years at any one time of whom three may be in the early years age range. There are currently children on roll. The childminder walks or drives to local schools to take and collect children. The childminder runs a local parent and toddler group and is a school governor. . EYFS 2008

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has a well-rounded and comprehensive knowledge of each child's needs and ensures the welfare requirements are systematically promoted. Overall, children are safe, secure and eagerly learn about the world around them. The innovative partnerships with parents, the nursery and school are dynamic and stimulating. Children progress rapidly, given their age, ability and starting points. Regular and inclusive self-evaluation identifies priorities, such as monitoring the practice of the emergency exit procedure, for the continuous development of the service she provides.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- monitor children's growing understanding of how to keep themselves safe with regular practice of the emergency exit procedure and maintain a record of these to inform and reassure parents.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are thoroughly understood and the childminder is clear about her role and responsibilities. Visitors are monitored and children supervised directly at all times. The childminder ensures all appropriate checks are completed for adults living in her home. She follows a dedicated and consistent implementation of her policies, procedure and practice to ensure children's health, safety and well-being are met. Extensive risk assessments together with a meticulous understanding of safety procedures ensure that the premises are safe and hygienic. An emergency exit procedure in picture form is displayed at child height although monitoring its practice is not fully established. The childminder

makes excellent use of a variety of resources from public venues such as the local library and internet to meetings with other childminders extending children's experience. The indoor space is well organised with resources easily accessible to the youngest child. These are stored in clear-sided labelled boxes, in cupboards or are free standing. Routine outings, walks in the locality and attendance at a gardening club ensure children access fresh air, physical exercise and gain from natural outdoor experiences. Children play safely in the home and secure garden and learn to be increasingly responsible for their personal safety. There are plenty of books, small world and role play items, construction equipment, keyboards, number pads and battery-operated interactive toys available for children to extend their play and build on their knowledge and understanding of the world.

The childminder shows a full and active commitment to equality and diversity working purposefully and effectively with parents to gain information about children's starting points and achievements at home. Items and images that reflect a variety of cultures are visible daily including examples of those with special needs and/or physical disabilities. A book cover depicts a doll in a wheel chair. Children's progressed is monitored with thorough weekly observations that are held in individual files. These are linked to the six areas of learning and planning clearly and effectively reflects the early learning goals. Regular discussions with parents keep them well-informed of their child's experience while in her care. The childminder has comprehensive and established links with other registered provision, including other childminders, nurseries and schools. She manages a parent and toddler group and a gardening club for children so actively encourages children to learn about their local community. She uses information from the school to support her own planning and provide children with opportunities to extend their learning. The childminder has focused aspirations for quality through ongoing improvement of her practice. She has initiated an inclusive self-evaluation process and dynamically uses the responses of parents and children to reflect and consider ideas for her future planning.

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

Children are happily settled and engaged in their play. They develop caring relationships with the childminder who provides highly effective emotional and practical support. Children receive fruitful praise and encouragement so they develop positive behaviour and mature levels of self-control. They are able to make independent choices to explore a stimulating range of equipment, including modelling dough, paints, brushes and colouring pencils, a train set and role play items such as dolls and kitchen equipment. They learn social skills as they meet others from their local community with regular visits to the local park, library or social clubs. Children are purposefully confident, smiling proudly when they discover new skills as they swirl and mix the paints. The childminder provides an excellent role model so children learn to respect and care for themselves and others.

Children develop their range of communication because the childminder closely

interacts and supports them as they practice and expand their language skills. She describes what they are doing, discusses shared events and asks questions to challenge them and make them think. They learn to listen with care as she invites them to show her what they want to play with or identify what they want to do next. Children learn the names of colours, to control mark-making tools or identify parts of the body.

Children learn how to keep themselves safe. The childminder provides activities and resources that encourages them to stay safe. They talk about safety issues with the childminder, such as road safety or the emergency exit procedure, although the practice of this is not monitored. They learn about healthy lifestyles including good hygiene procedures, taking responsibility for keeping their hands and faces clean. Fresh drinking water is available should they need it and the childminder works closely with parents to supply healthy and nutritious light meals. Children know the names of the fruits they choose for snack, such as strawberries. They extend their developing physical skills on large play equipment at local venues such as the toddler group or a local play park.

Children make significant gains in their learning because the childminder provides a stimulating and welcoming environment with displays of their work and photographs of activities such as role playing a christening of a baby. They benefit from her thoughtful and effective organisation of activities to reflect a wide and varied experience that act as a foundation to the development of their future skills. Observations are clearly recorded and precise planning for next steps is linked to areas of learning and the early learning goals. Children show a dynamic aptitude to learn because the childminder is highly experienced and knowledgeable as to how children learn through play. They are absorbed and engaged in what they do. The childminder provides children with wide-ranging experiences that reflect the wider world. They learn to acknowledge differences and respect others. They attend activities such as a gardening club or events at the school. Children are encouraged to be creative and to explore a range of materials and textures, to develop their sensory skills and to express their ideas with pencils, stickers or modelling dough. Children smile as they identify those they meet at the childminders home. The childminder is confident to allow them to follow their own interests and to take a full and active lead in their own learning.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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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