

Inspection report for early years provision

Unique reference number	EY418522
Inspection date	24/05/2011
Inspector	Sarah Morfett
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 2010. She lives with her husband and two children aged six years and six months old in Hextable, near Swanley, Kent. The whole of the childminder's house is used for childminding, is easily accessible and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time, two of whom may be in the early years age group. The childminder is currently minding one child in the early years age group. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks/drives to local schools to take and collect children. The childminder attends the local parent/toddler group. The family has a cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's well developed knowledge of children's individual needs ensures that their welfare and learning is promoted successfully. They are cared for in a well-organised and child orientated home where they are kept safe and secure. Overall, children's learning and development is promoted effectively through a broad range of activities which are based on their interests and help them to move forward at a good pace. Effective partnerships with parents ensure that they are well informed of the care that children receive and their individual needs are met. The childminder has clear aims for the progression of the children and is reflective in her practice to secure future development which will promote effective outcomes for the children attending.

What steps need to be taken to improve provision further?

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

- analyse your observations to help you plan 'what next' for individuals and groups of children.

The effectiveness of leadership and management of the early years provision

The childminder's effective range of policies and procedures underpins her good practice. Her knowledge of the local safeguarding procedure has been well developed through recent training. She is aware of the signs and symptoms of abuse and is confident about the procedures to follow should she have a concern about a child in her care. She checks her home and resources regularly to ensure

that all potential hazards are minimised and she has a clear, written risk assessment which is signed, dated when carried out and reviewed regularly. A thorough risk assessment is carried out on all outings the childminder takes children on. This means that children's safety is promoted to a good standard.

Children play in a bright and inviting environment. The childminder arranges toys and resources to engage children in play when they first arrive, making them feel welcome. Children can make independent choices about what they play with because resources are stored in boxes and cupboards which they can easily access. This is further enhanced by labelling of the toy boxes and cupboards with words and pictures so children of all ages are able to make a selection. The childminder ensures she is available to support children in their play. Therefore, children's learning and development are promoted well.

The childminder is reflective in her practice to identify her strengths and areas for development. She has a clear vision for the progression of the setting which will benefit the children most. To do this she attends regular training such as a safeguarding course, a communication and language workshop and a child nutrition course. This means she gains knowledge in areas which will promote children's learning and development to a good standard. Children learn about people's similarities and differences through a good range of resources which reflects diversity, such as books and play people. The childminder promotes an inclusive setting, welcoming all children equally enabling them to make progress in their learning and development while in her care.

The partnership with parents is good. An effective two way flow of communication is established through the use of a contact book where the childminder informs them of children's health, well-being and notes their achievements. Parents say they feel fully supported by the childminder particularly as they can discuss progress and development on a regular basis with the childminder who takes time to go through her observations and assessments with them so they are fully aware of the progress the children are making. There are no other professionals involved in the children's care as yet. Through discussion the childminder demonstrates a positive attitude to forging links when they start pre-school.

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

Children arrive eagerly each day and settle quickly into the childminder's care. They move around the home with confidence and make choices about what they play with. The childminder makes them feel secure in her care because of the warm and friendly relationships they have developed, particularly if they are tired as they climb up on the childminder's lap for a cuddle. The child snuggles in and falls asleep. Children's own familiar routines are followed and the childminder checks daily with parents to make sure she has full details of the children's requirements to enable her to meet their individual needs for the day. This ensures that children feel comfortable and gain a good sense of belonging in her care.

Children enjoy exploring their surroundings independently, moving freely between activities. They enjoy watching as the childminder builds up the stacking blocks until they are almost as tall as the child who then takes great delight in pushing the blocks over one by one, showing curiosity in things that build up and fall down. They thoroughly enjoy sharing books with the childminder who points out pictures, names objects and repeats words. She responds well to the children's babbling and gestures prompting responses. This helps to teach them two-way communication and develop their vocabulary to become confident talkers. Children love playing with a ball, they roll it, pick it up and throw it and kick it well, showing that they are developing good physical skills. The childminder is starting to take children to local groups where they are able to mix with others their own age, therefore, learning to build relationships and develop social skills. Children benefit from a good range of play-based activities which promotes their learning and development well.

The childminder has developed a good system of observational assessment for the children. She is aware of their abilities and where they are in relation to their starting points. She makes some good observations linking them to the areas of learning. However, there are no next steps identified, which means she is not fully analysing the observations she makes, therefore, her future planning does not always fully support children's learning and development in the most relevant areas. Overall, children are provided with a good range of activities which help them learn. This means that they are making good progress in relation to their capabilities.

Children feel safe and secure as the childminder ensures her home is suitable for them to play in and takes good steps through risk assessment to minimise hazards. She reminds them to be careful for example, alerting them to potential dangers and supports them well to negotiate hazards safely, such as the small step from the play area to the kitchen area. This means that children learn to assess risks from an early age. They benefit from a healthy diet for example, they enjoy fruit at snack time, happily tucking into a banana and they enjoy a home-cooked meal each day. They have regular access to water at all times which helps them to recognise if they are thirsty. Children begin to develop healthy lifestyles as they learn to wash their hands before they eat because the childminder encourages them to use a wipe themselves, chatting about why they are cleaning their hands. Therefore, children's good health is actively encouraged.

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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