

## Inspection report for early years provision

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<b>Unique reference number</b>	EY421765
<b>Inspection date</b>	06/06/2011
<b>Inspector</b>	Joanne Wade Barnett
<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*.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder was registered in 2011. She is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She lives with her husband and two school-aged children in Tonbridge, Kent. Her home is close to public transport, schools, shops, parks and other amenities. The whole of the premises are registered with the ground floor areas 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 under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in the early years age group. She also offers care to children aged over five years to 11 years. The childminder has no pets.

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

Overall the quality of the provision is good.

Children settle well into the childminder's home as she makes them feel welcome and values them as individuals. They make good progress in their learning and development because the childminder has a good understanding of the requirements of the Early Years Foundation Stage and supports them well in their play. Effective arrangements are in place to ensure children's safety and well-being, including good partnerships with parents. Parents views about the provision are highly valued but they are not routinely asked to contribute to the assessment and planning process to further support children's learning and development. The childminder has a good understanding of her strengths and areas of the provision that can be improved to benefit the children in her care.

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

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

- encourage parents to review their children's progress regularly and contribute to their child's learning and development record
- plan an environment that is rich in signs, symbols, notices, numbers and words, that take into account children's different interests, understandings, home backgrounds and cultures
- extend provision of posters, pictures and other resources to reflect the positive attitudes of the setting to disability, ethnic, cultural and social diversity

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

The childminder has a secure understanding about keeping children safe and protecting them from harm. She has a safeguarding policy which she implements effectively and shares with parents, keeping them informed of her role and responsibilities. She has attended training and understands the procedure to follow if she has any concerns about children in her care. Risk assessments are carried out daily, identifying any hazards within the environment and safety measures implemented, such as cupboard locks, to minimise potential risks. The childminder holds a current first aid certificate and obtains permission from parents to seek emergency medical treatment or advice, promoting children's welfare in the event of an accident. Children learn how to keep themselves safe when outside of the childminder's home, for example, they learn the importance of road safety and why they should hold an adult's hand. The childminder is very mindful of security and emergency evacuation procedures; these measures all help to ensure that the welfare of each child is promoted and that the likelihood of accidents is reduced.

The childminder welcomes all children into her home promoting equality and diversity generally well. Children learn to play well together, taking turns and sharing the toys. The childminder has a written policy that is shared with the parents and implemented into her practice, encouraging children to play together and accept each others' differences. The childminder obtains all relevant information from the parents before the children start at her setting, to enable her to meet their individual needs. Resources to reflect positive images of diversity and disability are limited and full consideration has not been given to helping children to extend their knowledge and understanding about diversity in society. Children access the majority of resources easily from the low level storage containers. However, these are not helpfully labelled to support children's sound and letter recognition. All resources are in good condition and suitable for the ages of children attending the setting to support their learning and development.

Parents are happy with the care their children are receiving and are kept fully informed of their children's well-being on a weekly basis. They are actively encouraged to contribute to this process through a variety of ways, for example, using care diaries, photographs or verbal discussion. The systems to share information with parents on how well their children are achieving or helping to support children's learning and development has been identified by the childminder as an area for development but this has not been fully implemented. The childminder shares information about her practice with the parents including her policies and procedures and any new activities she intends to offer through newsletters. She seeks their views through the use of questionnaires and e-mails and uses responses as part of her self-evaluation. Parents 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 childminder demonstrates a strong commitment to improvement. In the short time since she started childminding the childminder has already taken positive steps to reflect upon her practice and identify areas for improvement. She has an accurate awareness of her strengths and her plan for improvement, although not yet fully implemented, appears to be well targeted and likely to result in positive improvements in the outcomes for children.

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

The children have fun and enjoy themselves. They are well supported by the childminder so they have the confidence to attempt new and challenging experiences, such as, building towers. The childminder has good relationships with them and knows them well as individuals. This enables her to provide resources that allow the children to pursue things that interest them, such as, felt games or favourite nursery rhyme songs. Children respond well to the childminder's continual praise and encouragement and also to her warm soothing tones when they are tired and hungry. She is calm and gentle in her approach and ensures their needs are met. Older children are made aware of the childminder's ground rules and her policy is clear about how she will address negative behaviour. Her behaviour management methods take into account each child's age and stage of development and promote their welfare at all times.

The childminder is aware of the children's abilities and where they are in relation to their starting points. She has devised and implemented a system to carry out regular observations on the children, including information on their interests and learning styles. This means that next steps are identified and consequently, planning is fully supporting the children's individual needs to provide challenging, learning opportunities to address all six areas of learning.

Children learn about a healthy lifestyle as they adopt good personal hygiene routines, eat healthily and have regular opportunities to benefit from fresh air and exercise on a daily basis. Healthy eating is promoted in partnership with the parents as they are given the choice to provide food or have meals prepared by the childminder. Children are able to access drinks at all times in their own beakers ensuring they remain well hydrated. The childminder adopts good hygiene routines, providing a good role model for the children. She takes good steps to reduce the risk of cross-infection as children's noses are wiped frequently and gloves are worn when changing nappies. Effective measures are taken to prevent the spread of infection as children stay at home if they are unwell. Children show a good sense of being safe as they approach the childminder for reassurance or to share some information through hand gestures. Children are able to play in a safe environment because the childminder ensures her home is clean, safe and all the toys are well maintained

Children display a strong sense of belonging as they move around the childminder's home with confidence and familiarity. They confidently approach the

childminder to meet their needs and display self-esteem in their play, often ordering the childminder to follow their lead. Children form positive relationships with the childminder and their peers. They have some opportunities to learn about diversity through different experiences when on outings, but activities and resources to help this aspect of their learning are limited. Children are beginning to learn co-operation skills in their play and begin to make some decisions about their learning and the activities they carry out. Children generally make good progress in communication, literacy, numeracy and skills in information and communication technology, to develop skills for their future.

## 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	2
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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## **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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