

Inspection report for early years provision

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Inspection date	10/06/2011
Inspector	Christopher MacKinnon
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 1996. She lives with her husband and adult children in Larkfield, near Aylesford in Kent. All of the ground floor of the premises is used for childminding, with access also to one upstairs room. There is a fully enclosed patio and garden for outdoor activities.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of six children under eight years may attend, with no more than three in the early years age group. The childminder currently has six children on roll, and three are in the Early Years age group. The childminder has an NVQ level 3 qualification in childcare, is a member of the Mid Kent Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is a trained and experienced provider, and presents a highly organised and successful programme of play and learning. Her use of planning, observation and assessment to promote individual children's progress and development is exemplary. Children also have access to a highly stimulating play environment, with a particularly well resourced outdoor area. The childminder maintains close links with other carers, and takes care to include parents in her practice. Clear and highly consistent use is made of self-evaluation to promote improvement; and the childminder is considering the further provision of soft play opportunities within her provision.

What steps need to be taken to improve provision further?

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

- consider the presentation of a wider range of soft play and cosy areas within the play environment

The effectiveness of leadership and management of the early years provision

The childminder is a long established child carer, who has completed a considerable amount of supplementary training, which adds to her original level three qualification. She is also a network childminder and receives funding for nursery education. Her organisation and approach to children's safeguarding is highly organised and consistent, with a wide range of clear and detailed policies and procedures in place, and up to date child protection training. The childminder

demonstrates highly professional approach to the provision of quality childcare, and effectively drives improvement within her practice, with frequent new learning initiatives and developments. For example, she has recently appraised and renewed the range of learning opportunities provided for children in her back garden play area.

The childminder makes excellent use of the rooms and play spaces within her home. Children have access to the large lounge-diner, which has a dedicated play area where resources are deployed; and a stimulating range of good visual learning displays. The childminder has also recently added a "dark-den" for sensory play, story telling and games with lights and torches. The childminder has a wide and comprehensive range of play materials, all stored and accessible and uses a resources book with, with many photographs of play materials, to help them choose and develop play ideas. A particularly strong and outstanding aspect of her play environment is the highly successful use of the outdoor area, plus the planned presentation of resources to support specific learning themes. For example, the childminder has an ongoing "rainforest" learning project, which she is successfully presenting to children, that involves a wide variety of art and craft based activities, and the use of animal a shape based resources. The childminder maintains a high level of continual development throughout her provision, and is currently planning the wider presentation of soft play, and range of "cosy corners" for children. This current initiative is an area where further improvement may be considered.

The childminder's support for inclusion within her setting is excellent. she provides excellent support for individual children with highly consistent individual planning, and maintenance of close links with parents. The childminder a highly professional and strong approach to identifying and fully developing individual children's needs and helping them progress across their learning gaps. The childminder also presents a well chosen and highly consistent range of diversity based resources, particularly disability awareness items. The childminder also plans a wide range of festivals and other culture play projects, that are often shared with other local childminders.

Close partnerships with other stings are also maintained highly effectively, to support children's learning and the childminder uses a contact book where information from nearby pre-schools and providers is recorded. The childminder also has excellent links with wide range of other child carers, through her participation in a certified network system. Regular assessments are also made by her network representative, to ensure her practice meets the requirements for nursery education funding. The childminder enjoys well established and close relationships with parents. She has a highly detailed and comprehensive set of guidance material for parents, and is able to work successfully with parents; and work with them to promote their children's differing development needs. The childminder also makes good and highly effective use of photographs, which are successfully used to record children's engagement and learning; and to help parents see how their children progress.

To successfully maintain and promote self-evaluation, the childminder has produced a full and highly detailed range of appraisals and practice reviews. She

also frequently revises all her written self-evaluation documents, and all areas identified for development are kept for reference, which demonstrates a continual and highly systematic approach to maintaining a high standard of childcare.

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

The childminder use of planning to support children's achievement is exemplary, and firmly based on individual children's identified next steps in their learning. Also individual children's interests are effectively considered as well as home events and information from parents. The childminder uses her planning of activities in a highly organised and professional way, to ensure all ages of children are fully engaged and supported. For example, she develops wide ranging play and learning themes, that are skilfully adapted to meet the needs of both the early years children and those who are attending school. She also successfully uses what the children see and around them, to stimulate play and learning. Such as developing linked play based on an outings to the shops.

The childminder shows excellent skill and clearly demonstrates her considerable childcare experience, when working with the children. She is highly successful at extending learning, and uses exemplary system of questioning, particularly to support children's speech. For example, she asks "what does it say" and "what does it sound like" when children use and explore letter based resources. The childminder also shows highly organised teaching skills during assembly play, with continual prompts that help children move forward and develop their manipulative skills. Also, during role play, she makes highly effective use of challenging questions, to support children's thinking and reasoning, such as "how far" and "how long".

Observation and assessment is successfully managed through an excellent and fully comprehensive system of recording and note taking. The childminder has a record sheet where she makes notes each day on children's activities, and these are then stored in a full and detailed "learning journey" ring binder, that is kept for each child.

Extensive notes are also kept on children's development across all the six areas of learning, and a full early years curriculum review is produced each term, and shared with parents

The childminder is highly consistent in her support of children's healthy growth and development, and an excellent range of healthy foods and snacks are provided. Many learning projects also take place where children learn about different foods and how to prepare a range of foods and snacks for themselves. The promotion of children's physical development is also highly consistent within the programme. Many excellent active games are provide to develop children's confidence with balance and movement; and children have daily opportunities to be fully expressive, with a wide range of tactile, sensory and physical pursuits, in the childminders outdoor play area.

The childminder is highly consistent in her organisation and promotion of children's safety and security. Children are carefully inducted and encouraged to feel at home, and a highly detailed and thorough range of risk assessments are in place, to keep children free from harm. The childminder has built up considerable experience over her years of childminding, and shows a high level of skill with the positive promotion of children's behaviour. Children are continually and successfully helped to appreciate the needs of others, and to share and take turns during their play. During all the play activities provided, the childminder abundantly promotes children's skills for future learning.

Communication and language is excellently supported by a strong and focus on literacy, and the childminder provides a wide range of play and learning opportunities associated with recognising and saying letters and words. Children's problem solving and numeracy is excellently promoted through the use of assembly sets, and opportunities to learn about counting and shapes, is consistently provided during sorting and matching games; and during outdoor games. The use of role play to develop children's imaginative and creative development, is highly promoted. For example, during a made up game called "flight to the moon", the childminder talks to the children about distances, and the planets; and what the moon might be made of. The promotion of children's knowledge and understanding of the world also features significantly, with well planned play projects that involve learning about other countries, travel and the weather. The frequently featured outdoor play, also provides children with many excellent opportunities to learn about nature and growing, and to have fun with a wide range of messy play and tactile materials.

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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