

Inspection report for early years provision

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Inspection date	10/06/2011
Inspector	Linda Coccia
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.

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 1999. She lives with her husband and two adult children in Canterbury, Kent. The ground floor of the childminder's house and an upstairs toilet is used for childminding and there is a fully enclosed garden for outside play. There are two steps to access the premises. The family has a pet guinea pig.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years at any one time; of these, up to three children may be in the early years age range. The childminder is currently minding 12 children between the ages of 14 months and six years, of whom 10 are within the early years age range. When working with an assistant she may care for up to eight children under eight years of whom six may be in the early years age range.

There are procedures in place to support children with special educational needs and/or disabilities. A couple of the children speak English as an additional language. The childminder walks to local schools to take and collect children. She attends the local parent/toddler group and local childminding groups. The childminder is accredited and is part of a childminding network. The childminder is also a support childminder for new childminders in her area. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is outstanding in meeting children's needs because she uses excellent procedures to care for children. Parents are fully consulted about all aspects of their children's care. Overall, children's needs are fully met. The childminder has addressed recommendations from her last inspection and has made some excellent further improvements which have had a positive impact on the children. This shows she is able to maintain the continuous improvement of her setting in an excellent manner.

What steps need to be taken to improve provision further?

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

- further consider the differing needs of individual children and tailor your approach to each child's needs. For example, the differences in the way boys and girls learn.

The effectiveness of leadership and management of the early years provision

The childminder is exceptionally organised. Her regulatory paperwork is meticulously maintained. Aspects of her safeguarding procedures are very impressive. For example, when off the premises with the children she carries a small expandable wallet with her. It contains details of her registration and insurance. It has individual pockets for each child's information including their photograph, emergency contact details and their health history and parent permission slips. This has a very positive impact on the children as their individual care needs would be catered for should the childminder be incapacitated during an incident. All adults who reside on the premises hold current Criminal Record Bureau checks which are readily available for inspection. Children's well-being is rigorously promoted.

The childminder has carried out a robust evaluation of her service. She has used the views of family members, other childminders, parents and children to formulate her challenging improvement programme. She has already met some of her improvement targets, primarily by obtaining a child care qualification to NVQ level 3. Her improvements have had a great impact on the children because the childminder's understanding of their learning and development requirements has been greatly enhanced. The childminder uses the spacious ground floor rooms of her home to great effect. The large airy conservatory is used as the main play area housing an excellent range of good quality toys and equipment. The kitchen can be used for messy play and snack times. Children have excellent spaces to spread themselves out and move about freely. The childminder operates a fully inclusive service to all children and their families. She works closely with parents of children who speak English as an additional language. She obtains a selection of home words to use with a child whilst supporting their learning of English words. Children know 'what comes next' by using photographs and pictures of key events such as snack time. The childminder has a wealth of toys and books which show children excellent images of race, culture and disabilities. She supports children's individual dietary needs which are dictated by their different religions as well as those which are prompted by any health issues. She is caring and supportive of parents too. The childminder needs to further develop her knowledge and understanding of how boys learn differently to girls. Overall, children's individual needs are supported in an exemplary manner.

The childminder is part of a Childminding Network and therefore has developed some excellent relationships with her local childminding colleagues, the local authority's development personnel and various local training institutions. Through The Network she is knowledgeable about local health care services and how to obtain any relevant information for parents. She works very well with her local primary schools and becomes fully involved during transition periods. The childminder's procedures always make the children's needs her main priority to make sure they receive the best possible care and attention. Parents have provided some excellent written comments about the childminder and her service. She is commended by them for her 'unflappable care', her professionalism and her

caring, friendly manner. Parents appreciate the 'beautiful gifts sent home' made by their children, the childminder's excellent use of activities and the detail in the reports of their children's progress. The childminder completes a daily diary on each child and reinforces the content with verbal discussions with parents. Children receive some excellent consistent care because their needs are regularly discussed and agreed upon.

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

Children are eager to attend the childminder's home. They tell their friends how wonderful she is; who subsequently want to attend too. They snuggle up for comfort when they feel under the weather or just for the closeness of story time. This shows they feel extremely safe. Children engage in activities which help them gain an excellent understanding of the world around them, such as feeding birds and the childminder's pet guinea pig. They grow a variety of vegetables and flowers and watch the local wildlife through binoculars. Babies choose what they want to do by crawling towards the well placed, appropriate activities, such as the small world figures, the musical instruments in a basket or the brightly coloured construction blocks. All children can see what is inside the toy storage boxes as the childminder has labelled them with photographs of their contents. Children also know which cupboards they can access their craft materials from. With the help of the children the childminder has produced a 'where shall we go book'. This includes photographs of the places the children regularly visit. The children decide on the venue by majority voting. Babies and toddlers are introduced to messy play with brightly coloured paints and paper. They enjoy the textures of the paint and produce lots of hand and finger paint creations. The children use the large garden to construct play houses and dens as well as using the excellent range of physical play equipment. During all activities the children chatter about what they are doing and ask probing questions. Children are constantly challenged by the childminder to consider what they are doing to help their reasoning and problem solving skills. They are able to fully explore their excellent learning environment. They are developing excellent skills for the future. The childminder's meticulous observation and assessment records easily help her to decide on children's next steps. Because of her excellent understanding of children's development, the childminder finds planning activities for individual children easy. Their progress and achievements enable her to precisely plot their learning and development progress. From her records it is very clear to see that children are making excellent progress towards the Early Learning Goals. The childminder's meticulous observation and assessment records easily help her to decide on children's next steps. Because of her excellent understanding of children's development, the childminder finds planning activities for individual children easy. Their progress and achievements enable her to precisely plot their learning and development progress. From her records it is very clear to see that children are making excellent progress towards the Early Learning Goals.

Children understand the need to look after their bodies. They use the childminder's excellent procedures for self-care and understand the need to help stop the spread

of infection by using tissues for runny noses and regular hand washing. They have healthy food choices at snack time which they devour with relish. The childminder can cater for children's individual dietary needs which are regularly discussed with parents. There are excellent opportunities for children to practice their physical skills at local recreation areas. Children are adopting a healthy lifestyle. Children make many excellent contributions to the setting. They instigate their own activities which in turn enriches the experiences of the other children. Because children are allowed to make their own choices they are interested and eager learners.

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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