

Inspection report for early years provision

Unique reference number	EY258285
Inspection date	13/06/2011
Inspector	Susan Scott
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 has been registered since 2003. She lives with her husband and three children in a residential area of Gillingham in Kent. She offers the use of the lounge and dining area, play room and downstairs bathroom. The upstairs bedrooms are used by invitation only. Children have access to an outside play area to the rear of the house. The childminder is registered to care for a total of three children under the age of eight at any one time. She is registered on the Early Years Register, and on both parts of the Childcare Register. Currently the childminder minds three children on a part time basis, two of whom are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's good knowledge of each child's individual needs enables her to promote all aspects of their welfare and learning successfully overall, although the written records are still developing. Children are safe and secure at all times and enjoy their play and learning due to the good care and sensitive support they receive. This means that children make good progress, given their age, ability and starting points. The childminder has started to evaluate her service and is identifying possible improvements which she intends to make to benefit children. The partnership with other agencies is developing through the use of plans. The childminder delivers a good quality of service for children and their families as she ensures the individual needs of all the children she minds are met successfully.

What steps need to be taken to improve provision further?

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

- plan and resource a challenging outdoor environment where children's play can be supported and extended
- carry out regular evacuation drills and record details in a fire log book, which includes details of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Children's welfare and learning is effectively promoted because the childminder is vigilant and has a good understanding of her responsibilities to safeguard children's welfare. They are protected by the childminder's good supervision and her constant participation in their play. There are good measures to ensure the home and garden are secure. Children benefit from clear and reliable procedures to record accidents and the administration of medication. However, the children do

not practise evacuating the premises, although the childminder does talk to them about dangers and what they should do if the alarms are activated. The childminder holds written consents from parents for a variety of activities such as outings and the use of transport. Risk assessments are thorough and as a result all areas of the home and garden are safe for children to use. The childminder has maintained her first aid certificate, as required. Children access an extensive selection of toys and resources that cover all types of play, although the use of these in garden is more limited. The childminder manages her resources effectively by providing a wide range which children can both freely select and choose from within the large storage cupboard. Regular, varied outings and activities are safely organised to enable children's health and well-being to thrive.

The childminder attends a variety of training and uses her skills and experience to meet the needs of the children in her care. She has started to evaluate her service and identify improvements she intends to make. For example, she is aware there are fewer resources offering outdoor play opportunities and intends to address this. She has addressed the recommendations from the previous inspection and made improvements to the play facilities. Children's understanding of diversity is well supported through the provision of resources which reflect disability and various backgrounds. The childminder is successful in meeting every child's individual needs and she is effectively ensuring that all children receive the support they need to make good progress in their learning and development. The childminder discusses and understands the varied needs of all the families whose children she cares for and is planning how to extend her partnership with schools and nurseries as children will soon start to attend these.

The partnership with parents is very positive. Children's needs and preferences are thoroughly discussed with parents and this information is used to enable children to settle well and feel secure. This information is used well to ensure they receive care and education which is adapted to suit these needs. Children are well supported by the childminder who provides parents with a good range of information about their child's progress and the experiences they have in her care. For example, a daily diary is used to enable information to be exchanged. This supports parents' confidence and enables a clear understanding of the childminder's practice. Parents are encouraged to feed back to the childminder on a variety of issues. Children benefit from these positive relationships and parents have provided information for the inspection that confirms their great satisfaction with the childminder and how much their children enjoy being in her care. They also remark on the good progress that is made by children in the childminder's care.

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

Children benefit from playing and learning in a well-organised environment where they are able to freely select from a variety of resources and toys which interest them. The childminder plans activities to extend their play and learning successfully. For instance, she plans the toys, resources and activities and prepares

these so that they are ready to catch the children's interest when they arrive. There is a variety of photographs of children participating in a variety of activities recorded by the childminder. The childminder uses a daily diary to record children's experiences in her care. Her use of the Practice Guidance for the Early Years Foundation Stage to assess children's achievements and progress in all six areas of learning is still developing but she is competent in delivering a good variety of very appropriate activities which appeal to the children and promote their good progress. The childminder assesses children's development and has clearly identified learning priorities for each individual. The plans are varied and enable the childminder to support each child to develop their skills and understanding. She skilfully plans, for example, how children can learn to share and to develop their communication skills.

Children are kept safe through the childminder's close supervision and her encouragement enables them to feel secure and safe. For example, she recognises when children become jealous and sensitively soothes them by holding them both so that they are comforted. The childminder uses praise to acknowledge children's achievements which ensures they feel good about what they do. This positive reinforcement encourages them to become more independent and confident. For example, children are encouraged to flush the toilet and wash their hands after using the potty which they feel proud to be able to do themselves.

Children are protected in the home and they develop a good awareness of safety as the childminder discusses traffic and safety issues with them. Children enjoy regular and frequent opportunities to walk and exercise outside by playing in the park and visiting facilities, such as the local library. Children are keen to play outside in the childminder's garden and use the trampoline with enthusiasm and participate in a throwing game with the childminder. They learn to wear appropriate clothing for the weather and benefit from physical play opportunities and fresh air on a daily basis. They develop independence, fetching their own packed lunches and snacks and talk about healthy foods, such as the fruit they eat for snacks. This promotes healthy eating and the childminder is successful in encouraging them to try nutritious foods even when they believe they do not like it.

Children enjoy good opportunities to develop their social skills and their knowledge of the community, when they go to the local library and they enjoy the company of other minded children and the childminder's own children. They learn good manners in the childminder's care and she uses praise and positive reinforcement all of the time. This enables them to build upon their skills and to learn right from wrong. Their behaviour is good, and they are learning how to share with patient and kind support from the childminder. Children are learning how to keep themselves safe and healthy through routines and discussion such as, talking about emergencies and how to respond to dangers.

Children participate in imaginary play with small world toys including those that help them to see positive images of disability. They show their enjoyment in their play by shouts of delight when they make achievements in their counting, supported by the childminder. The children like to identify numerals and count during a variety of very appropriate activities; for example, they enjoy counting the

mice and bees on the puzzles they are using. Children learn to share and take turns with the childminder's gentle reminders and sensitive support. They are developing a good understanding of language as the childminder responds positively to their efforts to communicate and notices when they achieve things. Children respond positively to the varied activities organised by the childminder who takes them on outings to the park, the beach and to the local library which promotes their understanding of their community.

Children show independence and make choices about the activities they become involved in, selecting from the wide range of toys, resources and books in the play room. Children benefit from well planned opportunities to draw and engage in creative activities such as listening to music and dancing. They are able to play musical instruments and enjoy using a selection of programmable toys. Children can freely access a variety of books and like to have these read to them by the childminder, as well as being able to use them independently.

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	3

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	3
The effectiveness with which the setting deploys resources	3
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	3
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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