

## Inspection report for early years provision

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| <b>Unique reference number</b> | 125646                |
| <b>Inspection date</b>         | 14/06/2011            |
| <b>Inspector</b>               | Christopher MacKinnon |

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|------------------------|-------------|
| <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 1984. She lives with her husband and two children in Maidstone. Most of the ground floor is used for childminding, and a fully enclosed back garden is available for outdoor activities.

The childminder is registered on the Early Years Register and both 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 range. The childminder currently has six children on roll, with three in the early years age group. The childminder is an accredited member of the Mid Kent childminder's network, and takes children on regular outings to local play areas and places of interest.

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

Overall the quality of the provision is outstanding.

The childminder is confident and experienced provider, and is highly successful in her support for individual children's development. Children have access to varied and highly stimulating play environment, and a carefully prepared range of activities ensures children make excellent progress with their learning. The childminder has established close links with parents and carers, and makes consistent use of self-evaluation to promote improvement. She is currently developing the range of play opportunities in the outdoor area.

## **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 further development of role play opportunities in the outdoor play area

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

The childminder is a well trained and established provider and has been registered for over ten years. She is accredited by her local authority to receive funding for nursery education, and successfully maintains a highly organised and consistent play programme; that fully supports children's learning and achievement. She also presents an excellently prepared and fully resourced play environment to promote learning. The childminder is highly consistent in her organisation of safeguarding, with a full range of policies and procedures in place to ensure children are protected; and their security maintained.

The childminder also shows a highly consistent and positive approach to managing improvement, and is currently developing a range of practice areas, including the recent introduction of further sensory play resources. She also has a development plan for her garden play area, to widen the range of role play and learning opportunities that take place outdoors. To compliment these initiatives, the childminder makes good and consistent use of self-evaluation systems with in her provision. A range of documents are in place to record improvement areas, and regular appraisals are made of her practice; as part of her membership in the local childminder's network.

A highly consistent and outstanding aspect within the childminder's provision is the presentation of a rich and varied play environment, and highly attractive and well considered range of play resources. The successful use of the most of the ground floor of her house provides a wide range of play areas for different activities, and children can have free flow out into the back garden play area. This provides an excellent range of opportunities for messy play fun, and physical games and learning. Children have access to a well stocked book area, and are able to choose assembly and tactile play items from a series of low shelves and presentation boxes. The childminder has recently obtained a light box, to promote and explore visual and sensory aspects of play. An excellent range of visual displays and learning material is also provided, to promote awareness of letters, numbers and countries of the world. The further development of opportunities for role play in the outdoor area is currently in progress, and this is noted as an area where improvement may be considered.

The childminder takes care to help individual children develop, and successfully helps them to make progress across their learning gaps. She makes excellent use of her links with parents to promote children's learning in specific areas, such as promoting their independence, so they are ready for school; and working with children's vocal skills to promote language and literacy. The childminder is also highly consistent in her maintenance of an inclusive approach to the organization of her play provision, with planned cultural play projects and festivals, and a well selected range of diversity based learning materials within the play environment.

The childminder shows a highly organised approach to linking with other carers, and making partnerships with other settings. She is contact with several nearby pre-schools and junior schools, and has established a high level of close contact with other childminders, through her coordination of the local childminder's group. Throughout the play programme, the childminder shows how she places a high importance on the successful sharing of information with parents. A comprehensive range of written guidance material is provided for parents, with excellent notes and observations also, on their children's progress. Frequent contact and consultations are also effectively used to support individual children's development, and engage parents in their children's learning.

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

The organisation of the childminder's planning of activities for learning, is of a consistently high standard, and contributes considerably to the overall outstanding quality of the play programme. A highly focused approach is taken to support and advance individual children's enjoying and achieving. This is effectively done through the childminder taking a close interest in each child's development, and combining her own observations and shared information from parents to successfully present activities that ensure excellent level of learning progress. The effective and highly consistent use of assessment also contributes to the high quality of the children's learning outcomes. The childminder keeps clear and detailed progress folders for each child, where information is systematically recorded on their development, and then effectively used to plan ways forward, and the next steps in their learning.

Another highly successful element within the provision is the childminder's skilful use of questions, and close guidance to extend and challenge children's learning and attainment. She consistently uses her knowledge of children's learning stages, and her familiarity with the six areas of learning, to fully promote their speech, counting skills and awareness of the world around them. For example, children aged under two years are helped by exploring an excellent range of tactile and sensory experiences. Children who are older and almost of school age also have close support, with more complex construction activities and using tools and materials.

The childminder takes considerable care to ensure children settle effectively and feel happy in her home setting. She also has a consistently organised approach to promoting children's safety and security, with a well detailed and clearly organised range of risk assessments in place. Numerous outings and trips are also made with children, with many opportunities included for children to learn about road safety. The childminder has built up considerable experience over her years of childminding, and shows a highly consistent ability to promote children's personal and social development. Children over a range of ages are successfully helped to share resources and co-operate during play.

The childminder is consistent in her support of children's healthy growth and development. Care is taken over the range of foods and snacks provided, and children's awareness of different foods, and tasting of new foods is positively encouraged. A wide range of opportunities are also provided to encourage children's physical development and confidence. Separate play space is available indoors for a range of expressive activities, such as dressing up and Karaoke, and children are also able to take their play outdoors, and enjoy the childminder's wide range of outdoor play items and equipment.

Children learn easily at the setting and gain excellent skills to support their future learning. Communication language and literacy is well planned and featured, with children having a wide range of opportunities for mark making and learning letters and writing. The childminder also makes excellent use of rhymes and songs to

develop children's verbal skills, and frequently story times provide enjoyment and support for literacy. The promotion of children's problem solving reasoning and numeracy takes place consistently, with challenging puzzles and learning about shapes and sizes. Children's creative development is given full expression, with the childminder is highly supportive of imaginative games and role play, and children using a range of materials to make and assemble items. Children's knowledge and understanding of the world is widely promoted. They learn about heavy and light and near and far, as they use play items and work with materials and many good opportunities are provided to learn about other countries and how things grow. The childminder's frequent outings and well planned trips to local places of interest, also helps to successfully support children's wider awareness.

## 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

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| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

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

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| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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

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|------------------------------------------------------------------|---|
| 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

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|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met