

Inspection report for early years provision

Unique reference number	103605
Inspection date	21/06/2011
Inspector	Beryl Witheridge
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 1988. She lives with her adult family in Gillingham, Kent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time three of whom may be in the early years age group. She is currently minding 11 children part time, of whom, five are in the early years age group. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks to local schools to take and collect children. The childminder attends the local parent/toddler group.

The childminder can support children with special educational needs and/or disabilities. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates an in depth knowledge of each child she cares for which supports her to meet their individual learning and development, although the written observations and assessments do not fully reflect her knowledge. Children's safety and well-being are fully promoted because the childminder has a thorough understanding of the welfare requirements, however written policies do not always have up to date information such as contact numbers. The childminder provides a flexible and positive partnership with parents which effectively help her to meet children's individual needs. Links with other early years providers are becoming established. The positive use of her informal self-evaluation and reflective practice ensure that the childminder is successfully continuing her professional development and the continuous improvement of the service she provides.

What steps need to be taken to improve provision further?

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

- develop the use of observations of children's interests and achievements in planning for the next steps in their learning, and maintain records that can be regularly shared with parents and with practitioners in other settings
- ensure that all policies and procedures, such as the complaint policy, reflect the requirements of the EYFS and are explained and accessible to all parents.

The effectiveness of leadership and management of the early years provision

The childminder knows her responsibility towards safeguarding the children in her care; she ensures that her safeguarding training is up to date and that her written policy reflects this. She maintains direct supervision of the children in her care at all times and visitor details are always checked. The childminder is clear about signs and symptoms which would give her concerns and know who to contact regarding them. All the written policies and procedures are available to parents and are discussed when their child first starts. However the current contact phone number for Ofsted is not included in all the relevant policies. A comprehensive range of risk assessments are held and visual daily checks are carried out on resources, and all areas used for childminding, to ensure children's safety and security are maintained at all times. Emergency evacuation plans are in place and practised regularly and at different times of day so that all children are included and know, without hesitation, how to keep themselves safe. A register accurately records the arrival and collection of the children in her care. The required records and documentation for each child are available and these provide all the necessary information plus more detail and starting points for the ongoing support of individual children. The childminder is effective in gaining permission for medical emergency advice or treatment. Accident and medication records are maintained clearly for each child.

Resources are freely accessible for all children. They are able to make choices about what they want to play with which enhances their independence. Toys and equipment are age appropriate for the children and are checked as part of the ongoing risk assessment to ensure they are clean and safe and suitable for the children.

The childminder is active and creative in her promotion of the inclusion of all children. Boys and girls are provided with challenging activities and experiences. Children attending come from different backgrounds and they are able to share their culture and festivals with the other children attending. Children with special educational needs and/or disabilities also attend and children are learning how to understand each others needs and learn to respect each other for who they are. Children gain knowledge of their community and the wider world. They take part in visits to the library, carer and toddler or childminding groups as well as places of interest in their local community. These help children to build self confidence and develop positive relationships for the future.

The childminder uses reflective practice to identify the strengths and weaknesses in her provision. She is aware she needs to improve her methods of recording children's individual progress. She is proactive in the continuous improvement of her provision; ensuring paediatric first aid training remains current and undertaking many training courses and workshops when these are available. She also meets with other childminders where they discuss training, relevant issues and to compare new ideas and best practice. The childminder shows the capacity to maintain continuous improvement.

The childminder has an outstanding relationship with parents. Daily information of activities and events are exchanged between her and the child's home, providing continuity of care. Parents are fully included in her evaluation of her provision. They are all extremely happy with the care and flexibility she provides for them and their children. They have great confidence in the loving and caring environment she provides for the children. She has established a link between parents and the schools their children attend. She has just begun to forge links with other providers of the Early Years Foundation Stage; the childminder understands that these partnerships are effective in reinforcing learning, extending development and providing children with continuity of care.

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

Children show they feel completely at home and secure as they move from room to room playing with the childminder and each other. They demonstrate confidence as they make independent choices from the wide range of engaging activities and resources provided. Recorded observations are in place to differentiate children's learning experiences and assessments are made but the childminder is not always clearly identifying children's next steps to support her understanding of their development. Starting points are requested of parents and planning for adult-led activities supports children's overall development. Planning of activities is always flexible to take account of the children's interests, their ability and their individual needs.

Children demonstrate a growing enjoyment of books as they listen intently to the story, answer questions and are enthralled by the pictures. They know to turn the pages with care and enjoy being read to. Children learn language skills, speaking clearly and with confidence to engage adults in conversation, because the childminder listens to what they say, she speaks calmly and gives them time to answer. Children are totally engrossed with dinosaurs and engage happily with each other making up stories and scenarios for their dinosaurs. They thoroughly enjoy the art and craft session where they are making their own dinosaurs, although the investigation and experimentation with the glue and its magic properties takes over for a while and fully engages their imaginations. Children know their work is valued because it is proudly displayed, as well as photographs of them taking part in many different activities. Children develop social skills as they play happily together and mix with older children on their return from school.

Children learn how to keep themselves safe; they become aware of road safety during discussions and know to stay close to the childminder as they walk to and from school. They learn about stranger danger and who are safe people they can go to in an emergency; such as policemen or shop assistants. Children learn about healthy food choices when offered balanced snacks provided by the childminder. They enjoy the fruit options they are given and show their independence skills by trying to cut their own fruit up before eating it. The childminder works closely with parents to ensure children's individual dietary needs are met. Children take part in activities which encourages their interest in healthy

eating; activities such as simple cookery, helping with the shopping and growing their own fruit and vegetables. They have opportunities to develop their physical skills through playing in the garden and going to the local parks where they are able to use the large equipment such as climbing frames, slides and swings.

The childminder has a clear understanding of the importance of positive strategies to support the development of acceptable behaviour. She supports children to share resources and take turns during their play. Children's behaviour is of an extremely high standard. The childminder is an excellent role model, she always speak gently and quietly and is fully attendant to the needs of the children in her care.

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	2

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	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	1

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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