

Inspection report for early years provision

Unique reference number	126633
Inspection date	01/07/2011
Inspector	Kerry Iden
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1989. She lives with her husband in Tunbridge Wells, Kent. The ground floor of the childminder's house is used for childminding purposes and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years, of whom no more than three may be in the early years age group. There are currently nine children on roll, two of whom are in the early years age group and all children attend on a part time basis. The childminder walks to local schools and nearby facilities, such as park areas and places of interest. 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 offers a warm and caring, yet professional service to the children and their families. She has a good knowledge of the children in her care and is documenting many aspects of children's development towards the early learning goals. Children are able to play within the setting where most areas are safe to do so. The childminder is successfully extending her partnerships with all involved in the care of the children, to ensure a holistic approach to children's learning and development. She evaluates some areas of her provision such as the activities and experiences she provides for children. The childminder demonstrates an understanding of maintaining up to date knowledge and manages this through different means, therefore she has the capacity to continually improve her practice and raise standards for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure children's safety in the garden in relation to the pond (Safeguarding and promoting children's welfare) 15/08/2011

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

- develop the observations to identify next steps in children's learning ensuring their continued development towards the early learning goals

The effectiveness of leadership and management of the early years provision

The children within the setting are protected from harm as the childminder has a good understanding of the correct procedures to follow with any concerns she may have about their well being. The childminder has previously completed child protection training and shares her responsibilities with parents through her written safeguarding policies. The childminder maintains good supervision of the children both inside and out of the setting. Risk assessments completed by the childminder identify the hazards and the action she is taking. However the pond in the garden is not made sufficiently safe and is a hazard to children, therefore this doesn't meet the safeguarding welfare requirement. The childminder is well organised with all documentation, which she shares with parents when their child starts in the setting and is instantly available for inspection. Accidents are recorded and the childminder updates her skills and knowledge as she maintains a current paediatric first aid certificate to ensure children's well being in the event of an accident.

The childminder has not fully completed the Ofsted self evaluation form or made alternatives of her own. However she has adapted well to the changes with the implementation of the Early Years Foundation Stage. The childminder is keen to embrace the changes within her childminding setting and adapts systems she is familiar with through her work within the local pre-school. The childminder continually attends training, workshops and has discussions with colleagues to keep her knowledge up to date. The childminder also encourages the children and parents to verbally share any points about her service in an informal manner. Children choose resources from those that the childminder makes available to them and make suggestions for future activities. Therefore all concerned have an input into the setting, enabling the childminder to continually assess her service.

The children feel comfortable within the childminder's home where they have access to the ground floor and outside space. Resources are good, fit for purpose and the childminder uses them well to achieve the desired results in children's learning. Children have a sense of ownership in the setting and know where additional items are as they take on some responsibilities in finding particular items. Children are achieving well through the way the childminder uses their preferred resources and interests. Equipment, posters and additional resources offer children positive images of different cultures. Individuals within the setting are valued for example, as they discuss and use maps to illustrate different places where families originate from. The childminder has a good understanding of the children's backgrounds and needs, she works with parents to follow the individual routines of children, ensuing good communication for those with ever changing needs. The childminder is keen to extend partnerships with parents and others involved in the children's care and has previously worked with other specialists to support children and families. In liaison with key persons within the local pre-school the childminder communicates children's achievements to enable them to work collaboratively towards common goals. The childminder provides parents with valuable information about their child's time in the setting. She offers them a warm, friendly environment encouraging them to chat informally on a daily basis. All parents have access to the children's development records enabling them to be

involved and have an understanding about their child's time in the setting. Parents report on the success of their child's time in the setting, therefore partnerships with parents are well established.

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

Children are happy and settled within the childminder's home. They have a warm relationship with the childminder who offers them a nurturing yet stimulating environment. They show good levels of independence as they make the decisions about their play which the childminder joins in with to enhance their learning. The childminder demonstrates a secure understanding of how children learn and therefore children are able to make good overall progress. The childminder has organised family friendly learning journals for each of the children. These provide written observations, children's art work and photographs of the children involved in numerous activities, which enable parents to have an understanding of their child's time in the setting. Although the childminder does have a good understanding of areas where she is helping the children to progress, she has not routinely identified next steps in all areas of children's learning.

Children are and feel safe and secure within the childminder's home. They show good levels of confidence, are developing in their independence and have a sense of belonging within the setting. Through routines, discussion and activities older children have a good understanding of safety issues. When away from the setting the children know to walk on the inside of the pushchair away from the road as they practice good road safety. Within the childminder's home, children know to use smaller objects at the table and keep the sand down low so it doesn't go in others eyes. Children are also developing a good awareness of being healthy. Clear routines are in place to reduce the spread of infection. Children announce their towel for the day as they have particular favourites or use the disposable paper towels. They become involved in physical activities both in and away from the setting and healthy eating is promoted. Children access a selection of fresh fruits after the older children return from school and all become involved in choosing their favourites for the dinner menu which the childminder displays for the parents information. The childminder promotes the children eating at the table; they respect this and snacks and meal times are therefore a sociable occasion where children are developing very good manners.

Children are developing well in all areas of learning but particularly well in communication and their mathematical concepts. Older children are very articulate and confident speakers. They use great imagination as they elaborate on their descriptions, for example, referring to the "giant and monster sized" strawberries they have grown. They are able to recount past events when prompted by events occurring, such as a plane flying overhead reminding children of their holiday where they were fascinated by the level crossings. Children have a good understanding of mathematical concepts and use equipment to develop problem solving. They concentrate really well and show determination to join the ends of the track, comparing long and short pieces. Home made train tickets and clocks

help children match and compare and identify written numbers which they do with ease. Tactile experiences provide younger children with the opportunity to develop their sense of touch, they use treasure baskets with a variety of materials to explore or feel the texture of the sand in the garden. Books, stories and singing are a regular feature within the setting. Picture books enable younger children to develop their vocabulary and the childminder skilfully extends stories with props, for example, as they see bricks in a picture book children use the nearby bricks to develop their hand eye coordination in building a tower. The children are well behaved and mostly play well alongside each other. The childminder values what the children want to do and requests of particular equipment or outings away from the setting are organised to allow everyone to make a positive contribution to the setting.

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	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	3
The effectiveness of partnerships	2
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 15/08/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 15/08/2011