

## Inspection report for early years provision

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<b>Unique reference number</b>	EY315969
<b>Inspection date</b>	01/07/2011
<b>Inspector</b>	Mary van de Peer

<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.

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## **Description of the childminding**

This childminder was registered in 2005 and lives with her family in Deal, 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 family has a pet cat. The childminder is registered to care for a maximum of four children under eight years, at any one time and of these, one may be in the early years age group. The childminder currently has one child in the early years age group on roll. The childminder can drive to local schools to take and collect children. The childminder attends local toddler groups and receives support from the local authority. The childminder has attained a recognised childcare qualification to Level 3. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

The childminder demonstrates a secure knowledge of each child she cares for. This helps her to meet their individual learning and development needs. Children's safety and well-being are promoted well because the childminder has a thorough understanding of the welfare requirements and acts upon these. The childminder provides a flexible and positive partnership with organisations and other carers in her local community. Engaging with parents is strong and this promotes continuity of care for all children. The self evaluation process and use of reflective practice ensures that the childminder is successfully continuing her professional development and 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:

- improve the two-way flow of information with parents to further promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's learning and development.

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

All children benefit from being cared for in a comfortable, child orientated and welcoming environment. The childminder is committed to promoting children's welfare. The childminder has undertaken recent safeguarding children training and is very clear about what she would do if she had concerns about a child. The policies and procedures regarding safeguarding are sound. The childminder shares this important information with parents and also provides supporting

documentation. Risk assessments are carried out in the house and garden to keep children safe and protect them from injury. These are recorded along with action taken to reduce any hazards found. There are also written risk assessments for each outing which the children are taken on.

Many resources are freely accessible and children can choose what they would like to play with. There is space to play in as well as room to sit and relax. All resources and equipment are good quality and checked regularly for any damage. The childminder supervises children well in the garden and on outings to ensure they are kept safe at all times. The children also take part in regular emergency evacuation drills. These are recorded along with comments which will help to improve the next practise.

The childminder has a good working relationship with parents. All parents receive a copy of the written policies and procedures and new copies when they are reviewed and updated. Notice boards provide parents with current childcare information as well as important registration, insurance and training certificates. The childminder has daily feedback with parents and shares the Early Years Foundation Stage documentation with them. Currently, there is little evidence to show a two-way flow of information with parents is in place, to further promote a shared understanding of children's individual needs and involve them in practical ways to support their child's learning and development.

The observations the childminder makes on each child are recorded in their learning journey books. The assessment and next steps are identified and being used in future planning. The childminder is also able to describe the individual developmental needs of the children and what activities she can provide to help move them forward. The childminder also has a good relationship with other professionals in her community who are also involved in the care of children.

The childminder is competent at self evaluating her provision and reflecting on her practice and aims to improve and extend her provision for parents and children. She critically looks at what she is providing and takes positive steps to improve such as undertaking further training and meeting with other childminders to gain further knowledge and understanding of her role. The childminder explores different childcare practices, to help ensure that children are receiving the best care and education she is able to provide.

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

Children are happy and settled in the childminder's care and build warm relationships with her and other children. They have access to an interesting exciting range of toys, resources and activities, both indoors and out, which help them make good progress within the early learning goals. The childminder sets up her home to make it a child friendly and inviting environment where children are confident to make independent choices about what they play with. For example, they enjoy mark making activities then move onto exploring the outdoor garden

area, finding hoops and tricycles to improve skills in balancing and physical play.

The childminder is developing a good system to record and chart children's progress. She discusses with parents what children can do when they first start and tracks their progress through regular observations. This information is then used to plan activities based on children's interests and abilities. Next steps are beginning to emerge from the observations. Photographs also show each child engrossed in various activities, such as cooking and painting, supporting the evaluative text.

Children display how safe they feel at the childminder's by looking to her for reassurance, help and cuddles. They feel valued and have a strong sense of belonging in the childminder's care. Some examples of their art work are displayed in the room, which helps them feel at home and promotes their self esteem. Children learn well through interaction with the childminder, for example, the childminder knows that the child needs to learn how to get out of patio doors safely. She is promoting very young children's communication and language skills and repeating words for the children to copy.

Children are provided with healthy foods, snacks of water and fruit and sometimes breadsticks are provided. Even young children are learning how to make healthy choices. The childminder gives High importance to children's safety and they learn to keep themselves safe. They take part in emergency evacuations and are learning about road safety when they go out for walks altogether.

The childminder uses effective strategies to promote children's good behaviour. Lots of praise and encouragement is used to build confidence and self-esteem. Children are provided with a wide range of experiences which contribute towards their learning and development.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
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

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

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