

Inspection report for early years provision

Unique reference number	125451
Inspection date	06/07/2011
Inspector	Jane Wakelen

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 was registered in 1998. She lives with her husband and two children aged eight and 13 years in Leybourne, West Malling, Kent. The whole ground floor area of the house is used for childminding and the upstairs bathroom and one bedroom for sleeping children. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She has a Higher National Diploma qualification in Early Childhood Studies. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development because the childminder has a thorough understanding about the requirements of the Early Years Foundation Stage. Overall, planning is effective and provides children with an interesting range of activities to engage their attention. The partnership with parents is good enabling children's individual needs to be met. A system of self-evaluation is in progress enabling the childminder to identify her strengths and weaknesses. She is extremely motivated and committed to improving the service she provides, ensuring good continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop the assessment process using children's next steps to inform the planning, giving all areas equal consideration
- develop a system to encourage parents to review their children's progress regularly and contribute to their child's learning and development record.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because the childminder has an excellent understanding about keeping children safe. She undertakes training on a regular basis and has a comprehensive, written policy in place which is shared with

parents. The childminder has implemented extensive risk assessments for her home, garden and outings to ensure children play in a safe and secure environment. She provides children with the knowledge and skills to keep themselves safe, for example how to use the telephone in an emergency, crossing the road safely and stranger danger. Children display an excellent awareness of safety and hold onto the hand rail on the stairs and use scissors safely and sensibly.

The childminder actively promotes equality and diversity within her setting. She addresses unfair discrimination through discussion, using resources to support children's understanding of each other's differences. All children are included and made to feel welcome in her home. She has a good understanding of their family backgrounds and needs and is able to provide a caring, supportive approach for the whole family. Children flourish in her care and develop a strong feeling of security and belonging, which is supported by them being able to see their photographs on display. Children access a good range of resources to reflect diversity in the wider community, supporting their understanding of disability and cultural awareness. Children are able to use a wide range of resources to cover the six areas of learning, which are accessible and suitable for their age and stage of development.

Partnership with parents is given high importance. Parents' views are sought through questionnaires and verbal communication and used to influence positive changes within the setting. For example, a termly newsletter was suggested to keep parents informed of future events. Parents and carers are kept well informed about their child's learning and development, through daily discussion and the contact diaries. However, children's assessment records are not shared on a regular basis to enable parents to fully contribute to this record. Parents are shown all the policies and procedures for the setting to keep them informed of the childminder's roles and responsibilities. Partnerships with outside agencies are being developed to ensure information is shared between the childminder and other providers who share the care of the children. This enables children's individual needs to be met.

The childminder constantly monitors and evaluates her provision to ensure she is meeting the needs of the children attending. She has accurately identified the strengths and weaknesses of her setting and has put in place actions to address these. Questionnaires have been issued to parents to support this process resulting in good outcomes for children. The childminder attends training courses to update her skills and ensures continuous improvement to her provision.

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

Children settle quickly and easily into the childminder's home because they are valued and made to feel comfortable. Children make good progress in their learning because the childminder provides an interesting range of activities and topics to address children's interests. The childminder makes regular observations

and evaluates these to identify children's next steps. However, these are not linked to the planning and there is no process in place to ensure all areas are given equal consideration. Photographs support some observations, providing a lovely record for parents.

Children choose to build towers with the bricks, showing good hand and eye co-ordination as they balance the bricks. The cars are firm favourites and the childminder uses this interest to promote children's colour recognition and counting skills through play. Children ask to play with the tea set and play food, acting out familiar roles and using the different utensils and appliances such as the toy kettle and toaster. They find the baby doll and enjoy putting his clothes on and off and then feeding him in the highchair. The childminder continually provides support and guidance, using good questioning skills to encourage the children to think and develop their knowledge and understanding.

Art and crafts are firm favourites with the children, from cutting and sticking to painting. They display excitement as they begin to master the use of the scissors and ask for more paper. Children show pride in their achievements as they finish their painting or join many carriages together with the train, and receive praise from the childminder, helping build their self esteem. Books are always available and fully promoted on a daily basis with children often asking for a story. The good range of books supports children's knowledge and understanding of the world, learning about different cultures, disabilities and new experiences. Mark making for children is made available on a daily basis with children encouraged to start to recognise some familiar letters in their name. Children thoroughly enjoy outdoor play and have many opportunities to visit the park or local field for space to run or use the large play equipment. The garden is always available with sit and ride toys and balls. Children enjoy opportunities to plant vegetables and fruit such as courgettes, lettuce and strawberries. This enables them to learn about living things and that they must water them regularly to help them grow.

Children are able to develop their understanding about a healthy lifestyle. They benefit from the outings and garden play for fresh air and exercise, in addition to walking to school to collect other children. They learn good self-care skills, such as washing hands after toileting and before eating and baking, often asking to wash their hands without a reminder. Tissues are easily accessible and children dispose of these in the bin. Healthy snacks are offered with drinks throughout the day. Children enjoy helping prepare their food, cutting up fruit and making their ham wraps for lunch. A healthy menu is planned taking into consideration children's likes and dislikes. This is displayed for children and parents to keep them informed of meals.

Children show an excellent understanding about feeling safe. They approach the childminder for support and happily chat to her about their activities, enjoying her participation. Children behave extremely well and are fully aware of the expectations of the childminder. They learn to share the toys with each other and the older children learn to understand the different needs of the younger children. Children are extremely confident and make choices of resources, moving around the home freely. They are competent in communicating their needs, asking for different toys or to use the toilet. The good relationships between the childminder

and the children support children's self esteem and enable them to feel valued and special. Children's progress in communicating, literacy, numeracy and skills relating to information and communication technology is developing well. Children become inquisitive, active learners who display strong independence and can work independently or in groups.

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	1
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	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	1
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