

Inspection report for early years provision

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Inspection date	06/07/2011
Inspector	Joanne Wade Barnett
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 1991. She lives with her husband and adult son in Paddock Wood, Kent. Her husband is registered as her assistant. The whole of the ground floor and the bathroom on the first floor of the family home are used for childminding and there is a fully enclosed garden for outside play. The family has five cats. The childminder is registered to care for a maximum of six children aged under eight years at any one time. She is currently minding four children within the early years age range. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She also offers care to older children up to the age of 11 years. She is able to support children with special educational needs and/or disabilities. The childminder drives or walks to local schools to take and collect children. She also attends the local toddler group. She is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is knowledgeable and experienced as an early years practitioner and she meets the individual needs of the children in her care very well. Children play within safe boundaries and are well cared for by the childminder at all times. Most documentation developed for the safe and efficient management of the provision is comprehensively maintained. The very good partnership established with parents ensures that the children receive consistency of care and learning. Parents' views about the provision are highly valued but they are not routinely asked to contribute to the assessment and planning process to further support children's learning and development. The childminder's capacity for maintaining ongoing improvement and promote effective outcomes for the children is good.

What steps need to be taken to improve provision further?

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

- encourage parents to review their children's progress regularly and contribute to their child's learning and development record
- extend the record of the names of visitors to the setting to include the purpose of their visit and details of arrival and departure times.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a high level of commitment to promoting children's safety within her care. She has a written policy in place which is fully implemented

into her practice, ensuring children are safeguarded well. The childminder has attended safeguarding training and has a good understanding of the procedures to follow if she has any concerns about children in her care. Children are relaxed and confident in the care of the childminder, which demonstrates their sense of security and familiarity at her home. The childminder has a good awareness of security and has evacuation procedures in place to help children evacuate from her house in an emergency. The childminder recognises the benefits of recording the names of visitors but does not routinely record their arrival and departure times as a means of further safeguarding children. She supports children's understanding about keeping safe on outings, especially connected with road safety. Risk assessments are up to date, resulting in a safe environment for children to play in.

Children are able to easily access a range of resources which are good, fit for purpose and support children's learning and development. The resources are changed regularly to provide a stimulating and interesting environment for children to play in. The childminder makes regular use of the library to provide children with many different types of resources to meet their interests and extend their knowledge. Equality and diversity are actively promoted. All children are valued as individuals and treated with equal concern which enables all children to achieve well. The childminder has a good knowledge of each child's background and needs and provides resources and activities to reflect these. Children play with resources that reflect disabilities, cultures and family types to enable them to gain an understanding of diversity. The regular visits to local toddler groups, childminding groups, soft play areas and exciting excursions enables children to socialise and learn about people in their community.

The childminder carries out self-evaluation to identify the strengths and areas to develop within her setting. She routinely reflects upon her practice and ensures resources and activities are adapted to meet individual children's needs whilst providing a challenge to engage children's attention. All recommendations from the previous inspection have been addressed and her plans for future improvement are well-targeted to improve outcomes for children.

The childminder has a highly positive relationship with the parents and carers resulting in good two-way communication to support children's well-being. The childminder speaks to the parents on a daily basis regarding the care of their child and provides them with excellent written, detailed information about their child's daily routine and activities. Observations are carried out and recorded alongside photographs for parents with a summative assessment to indicate children's achievements. Parents have access to written policies and procedures and give written consent for many different aspects of care to fully promote children's welfare. The childminder has good communication channels with outside professionals who provide support for individual children, enabling all children to make good progress in their development.

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

Children are happy, settled and confident at the childminder's home. The childminder provides a relaxed, caring environment where children are valued and treated with respect. This enables children to gain a sense of belonging and supports their self-esteem. The interesting, welcoming environment enables children to play both indoors and outdoors with resources that reflects most children's backgrounds and the wider community. The childminder takes her lead from the children encouraging them to make choices of activities and then extending these through good questioning and problem solving. She has a good understanding of children's particular interests and ensures particular resources are made accessible to them when they attend her home. Observations and assessments are shared with parents on a regular basis, although parents do not contribute to this process.

Children have wonderful opportunities to explore their environment, using the garden, local walks in the countryside and planning trips to the observatory. They are encouraged to be observant, identifying different everyday things they see when out and about in the community. This encourages children to become aware of the world they live in. They are able to extend their language skills and knowledge through constant conversations and input from the childminder, who shows great enthusiasm and interest in each individual child. They enjoy opportunities to see photographs of themselves and are eager to take photos of each other and identify their name on the kitchen cupboard when drying their hands. This encourages children to begin to identify familiar words in their environment. Books are readily available, with a good range from the local library. Children use number in everyday routines, reading books and completing jigsaws, whilst learning different colours and shapes. They enjoy lots of opportunities to develop their physical skills in the garden and when attending soft play centres gaining control of their bodies as they use different apparatus.

Children live a healthy lifestyle and learn the importance of exercise and eating healthily. The childminder has implemented a healthy eating policy which parents adhere to. They have access to drinks at all times to ensure they remain hydrated. Good personal hygiene routines are implemented and understood by children. They have their own hand towel, helping reduce the risk of cross-infection. Children learn about keeping themselves and others safe as they play, through gentle reminders and simple explanations from the childminder, such as, she explains that 'the book is too hard and is not for throwing as it could hurt someone'. Children learn to keep safe when on outings, such as holding hands, and wearing fluorescent jackets.

Children display a strong sense of belonging and security with the childminder and happily approach her for support or to join in their play. They build strong relationships with their peers and learn social skills, such as sharing and taking turns as they visit local toddler groups. Children learn to accept each others differences as they play alongside each other, showing respect. Children behave well and they show an understanding of the rules set by the childminder. They

gain an understanding of following directions and learn the importance of helping to tidy away the toys and to look after them. They develop numeracy skills in everyday routines and use excellent resources to learn about technology through resources such as camera, mobile phones, computers and battery operated toys to ensure they develop secure skills for their future.

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	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:	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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