

## Inspection report for early years provision

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<b>Inspection date</b>	12/07/2011
<b>Inspector</b>	Liz Caluori
<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**

The childminder has been registered since February 2011. She lives in Tunbridge Wells with her three children aged 17, 11 and eight years. Childminding generally takes place on the ground floor with first floor bedrooms used for children to sleep.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of three children under eight years and currently has two children on roll, both of whom are in the early years age group.

The childminder takes children to local groups on a regular basis.

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

Overall the quality of the provision is good.

Children are happy and settled in the clean, well presented and very child-centred environment. They make good progress as a result of the high level of care and attention they receive. They are protected by clear and generally well thought out safety precautions and have access to an adequate range of toys and resources. A good commitment to ongoing improvement supports the childminder to offer a service which is constantly evolving to meet the needs of the children and their families. In addition, effective arrangements are in place to work in partnership with parents, carers and other professionals to ensure consistency of care for the children.

## **What steps need to be taken to improve provision further?**

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

- develop further the range of toys and resources available for children to access independently when in the childminding setting in order to sustain and extend their interest.

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

Children are protected by robust safety precautions. The childminder undertakes risk assessments of her premises, activities and outings in order to identify and address any potential hazards. These are reflective of the needs of children attending and are regularly reviewed and updated. She is also vigilant in her supervision and very regularly checks on children as they sleep. Safety gates are used in order to restrict children's access to potentially dangerous areas such as the kitchen. The childminder has a good awareness of the potential indicators that

a child may be at risk of abuse and has all of the contact details required to report any concerns if necessary.

Effective self-evaluation helps the childminder to identify her strengths and to consider areas for future development. She also seeks the views of parents and carers in order to prioritise improvements. Since registration she has established clear and effective systems to assess and monitor children's progress. She uses sensitive observations of the children to plan activities which she is confident they will enjoy and which are carefully aimed at promoting the all round development.

Children have access to a satisfactory range of toys within the childminder's home although the childminder is aware of the need to continually review the resources available to ensure children are provided with an appropriate level of challenge. Children currently also regularly attend groups where they play with a much larger selection of equipment.

Children's uniqueness is well recognised. In addition the childminder uses opportunities such as talking about the children's favourite pre-school television characters to extend their knowledge and understanding of diversity. Good arrangements are in place to support children with special educational needs and/or disabilities and the childminder is committed to undertaking any training required to accommodate children's individual needs. Similarly, she has clear strategies in place to work with children and families who have English as an additional language.

Letters of compliment indicate parents and carers satisfaction of the service they receive. The childminder recognises the importance of maintaining good, friendly relationships with parents and carers in order to support children to feel settled and secure. She also very actively encourages parents and carers to contribute to the goal setting for their child's learning and to contribute observations from home. As a result children's all round developmental needs are very well met through consistent and coordinated care. The childminder also understands the importance of working in partnership with other early years practitioners and/or health professionals involved in the lives of the children in her care but has not yet been required to do so.

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

Children demonstrate a very strong sense of security and wellbeing in the childminders' care. Babies respond well to her warm and caring interaction, smiling in response to the friendly intonation in her voice and her good use of facial expressions and eye contact. Children also learn a range of skills to keep themselves safe such as how to cross the road safely.

Children play and learn in a hygienic environment which has recently received the highest possible rating from the Food Standards Agency. They develop good personal care skills from an early age, for example babies' hands are wiped using

separate flannels before eating. The childminder ensures that children receive healthy snacks and meals and supports them to learn which foods are good for them. She gives them information about different food groups and restricts the amount of treats offered throughout a week, offering fruit alternatives.

Good focus is placed on promoting children's physical development. The childminder has a very good understanding of the abilities of the children in her care and offers good support in order to support their mobility and coordination.

Children make good progress in all areas of their development and thoroughly enjoy their time with the childminder. The positive reinforcement and supportive cuddles they receive very effectively promotes their self-esteem. As a result they are confident to explore their environment. Very young children laugh happily as the childminder engages them in lively games such as playing with bells and singing along to music. They also benefit from attending a variety of pre-school groups where they engage in a broader range of activities including water play, sand play and arts and crafts. They are also beginning to express their imagination through role play games such as cuddling baby dolls and saying 'ahh'.

Young children's communication and language skills are very well promoted as the childminder chats constantly to them. They also have access to a range of books and enjoy listening to the stories read by the childminder. They progress well in their problem solving and reasoning as they practice stacking cups and pressing buttons on a range of activity toys. An illustration of their determination includes an observation of a very young child displaying great tenacity, and just a little frustration, trying to work out how to make a large plastic lid balance up against a cupboard.

The childminder and her family are keen recyclers and children learn which items are suitable for recycling and which bins each material goes in. This supports them to develop a good sense of social responsibility. They are enthusiastic, friendly and are generally developing very good, sociable behaviour. This, along with the support and encouragement they receive to express themselves and to make choices and decisions helps to prepare them for the 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

<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	2

### 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	2
The effectiveness with which the setting deploys resources	3
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	3
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