

## Inspection report for early years provision

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<b>Unique reference number</b>	EY419883
<b>Inspection date</b>	13/07/2011
<b>Inspector</b>	Karen Scott
<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 was registered in 2011. She lives with her husband and three children in Maidstone, close to shops, parks, schools and pre-schools. 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 dog and a rabbit. The childminder is registered to care for a maximum of six 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 one child in the early years age group. She also offers care to older children aged up to 11 years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks and drives to local schools to take and collect children and attends the local toddler groups. The childminder is a member of an approved childminding network and is helped by an assistant.

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

Overall the quality of the provision is good.

Children benefit from playing in an environment where their individual care and learning needs are met. The childminder and her assistant know the children very well and have good relationships with them, resulting in happy children who are making good progress in their learning and development. The childminder has established sound partnerships with parents and carers and is keen to work with them to further promote children's development. The childminder reviews her practice in order to improve outcomes for children and has a strong capacity to maintain continuous improvement.

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

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

- consider how parents and carers can add to and develop their children's developmental folders to 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**

Children play in a safe and secure environment as the childminder carries out thorough and robust risk assessments of everything that children may come into contact with at home and on visits to places of interest. Assessments are regularly reviewed and action taken to eliminate risks to children. The childminder has an excellent understanding of the importance of her role in safeguarding children and

has a list of helpful contacts should she need further support in the protection of children. The childminder monitors and evaluates the effectiveness of her policies and procedures, reviewing them regularly and updating parents and carers when she makes changes.

Children play with a range of toys and resources that are easily accessible and clearly labelled enabling them to make choices about what they play with. The childminder ensures that resources provide a wealth of play opportunities and that they reflect the current ages and interests of the children attending. Children benefit from positive interaction from the childminder and her assistant who extend children's learning through questioning and suggestions of how to expand on experiences, such as, introducing brushes to paint after exploring it with their fingers. The childminder is committed to providing an ever-evolving service and has used the Ofsted self-evaluation tool to evaluate her provision and to think about where she can adapt her service to further improve outcomes for children. This accurately identifies the effectiveness of the provision and the childminder takes action when she identifies an area for improvement. For example, she recently attended training which has helped her to develop how she uses observation and assessment to provide learning opportunities that will help children to progress towards the early learning goals of the Early Years Foundation Stage. The childminder also liaises with other childminders, sharing ideas for good practice. The childminder values constructive feedback from parents and carers and is thinking about ways in which she can encourage this in order to help her improve outcomes.

Although the childminder is not currently caring for any children who participate in festivals different to her own, she has sound procedures in place to help her reflect the differences of children that attend. Children have access to some resources, such as books, that reflect diversity within society and when they show an interest in other languages, such as, French, the childminder supports them by learning words too.

The children do not currently attend other settings delivering the Early Years Foundation Stage. The childminder has plans in place to work alongside them if it does occur, as she values the importance of working together to meet children's needs and to promote learning.

Parents and carers are given good quality information about the childminder's service and the welcoming hallway has further information of interest to them. The childminder works closely with parents and carers to help settle children resulting in this happening successfully. Parents and carers regularly look at their children's developmental folders and sign to say that they have done so. The childminder encourages them to share information with her regarding their children's achievements. However, this is not currently being regularly undertaken resulting in missed opportunities to work together to build on children's experiences and development. Parents and carers enjoy looking at the photographs of their children at play displayed around the home. Their children are very keen to point these out to them. Overall parents and carers are happy with the care that the childminder provides for their children.

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

Good quality interaction has helped children to become secure and confident in the childminder's company. Children regularly turn to the childminder for support, knowing that they will receive it, and are keen to share their experiences and play with the childminder and her assistant. Fire drills are practised regularly so that children are not alarmed should a real emergency occur and the childminder helps children to think about their own safety at levels that are suitable to them. Children play in the garden, at parks and in adventure play areas regularly, helping them to understand the importance of exercise as part of a healthy lifestyle. Children are reminded to wash their hands at appropriate times, such as, after messy play and are shown how to use soap to clean hands, being praised for doing so well. They do not, however, have use of individual hand towels and this increases the risk of cross-infection. Drinks are always accessible to children enabling them to help themselves when they are feeling thirsty and the childminder encourages them to drink at regular intervals too. The childminder knows children's food preferences and at snack time children eat a range from biscuits to fruit and cheese. At snack time children are encouraged to make healthy choices independently, choosing what they would like to eat and helping to prepare it. For example, a child chooses an orange, peels it and disposes of the skin appropriately. Children also describe the taste, texture and flavour of their food.

Children arrive happily and are pleased to see the childminder and her assistant. As soon as they arrive they choose what they would like to do as they know what is available and where it is. Children show a strong ability for making appropriate choices and decisions, responding positively to the expectations of the childminder. Children's artwork is displayed prominently, making them feel that what they have created is valued, and children celebrate their achievements. A book of photographs enables children to revisit past activities and to discuss what they have previously enjoyed doing. Visits to a range of toddler groups and activity sessions expand on children's experiences and helps them to develop their social skills. Overall children become very involved in activities of their choosing, showing high levels of concentration and much pleasure.

Each child has a developmental folder where the childminder places written observations, photographs and examples of children's artwork. The childminder uses the observations to assess children's developmental progress, discover their interests and plan what their next steps in learning are. The childminder knows the children she is caring for so well and with the aid of the observations she is able to plan activities that will interest the children and expand on their learning. The childminder happily changes her plans to reflect children's interests and ideas. The childminder regularly monitors the activities and the progress that children are making. As a result of the good system for observation, assessment and planning and the support children receive from the adults caring for them the children make very good progress towards the early learning goals.

Children play with a range of toys and resources that promote learning across all

areas of learning. Books are easily accessible and words and letters are displayed prominently around the home. Children visit the library regularly and benefit from being in an environment that is rich in discussion resulting in children having good comprehension and communication skills. Children see numbers around the home and counting is introduced into activities. For example, when preparing fruit for snack the child counts how many pieces there are and then divides them into three equal portions. Currently children particularly enjoy art and craft so there are many opportunities for them to create individual pictures using a range of materials, naming different colours as they work. When playing with small world and role play toys children use their imaginations to act out scenarios. Children develop their physical skills when drawing and playing on climbing equipment, for example. They enjoy playing football and dancing at groups they attend. Children explore the local environment with magnifying glasses, grow plants which they tend to and feed ducks regularly. The childminder draws their attention to things that may be of interest such as the dust cart that is passing by and this leads to further conversation about what is happening and why and then acting out what has just been seen. This helps them to gain knowledge and understanding of the world.

Children are developing good skills for the future as they are encouraged to undertake self help skills and to be independent learners. Hooks enable them to hang up their own coats and younger children are encouraged to feed themselves, being given praise when they do so. A computer and programmable toys are available for children to use if they wish. Children make choices about what they play with and appear to thoroughly enjoy their time with the childminder and her assistant. They are active learners who think creatively and critically and are making good progress.

## 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	2
The effectiveness with which the setting promotes equality and diversity	3
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	3

### 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	3
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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