

Inspection report for early years provision

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Inspection date	20/07/2011
Inspector	Beryl Witheridge
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 2011. She lives with her husband and three children aged two, six and eight years in Tunbridge Wells. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of three children at any one time, of whom two may be in the early years age group. She is currently minding three children part time, of whom two are in the early years age group. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks/drives to local schools to take and collect children. The childminder attends the local parent/toddler group. The family has a cat and tortoise.

The childminder can support children with special educational needs and/or disabilities. She 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 are cared for according to their individual needs and stages of development. The childminder works in very close partnership with parents. She has established links with other agencies, but has not yet shared her observations and assessments of the children with them. The observations of children are well written and are clearly linked to the areas of learning. This enables the childminder to identify the children's next steps, following their individual interests and extending their learning potential. The environment is safe and welcoming to all children. The childminder uses reflective practice to help identify where her strengths and weaknesses lie. This helps with the self-evaluation process so that the areas for improvement are identified and planned for. She is very positive about continuing her training to ensure that she is updating her knowledge and following best practice.

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 other Early Years Foundation Stage settings that children attend, to promote a shared understanding of children's individual needs, learning and development .

The effectiveness of leadership and management of the early years provision

The childminder is fully committed to promoting children's welfare. All adults who work or live in the house are suitable to do so and hold current Criminal Record Bureau checks. The childminder has total understanding of her role and responsibilities towards the children in her care. She has good knowledge of the safeguarding procedures to follow should she have any concerns about a child. She has shared this information with the parents through her clearly written policy and supporting documentation. Children are taught how to keep themselves safe through regular emergency evacuation practices and by understanding how and where to cross the road safely. The childminder previously worked on a walking bus and has ensured that the children know the rules of the road well. A frequent risk assessment of the home is carried out and recorded, and risk assessments for any outings are also completed. The childminder has all the required information on the children to ensure she can provide the relevant care to meet children's needs.

Children benefit from being cared for in a comfortable, child-orientated and welcoming environment. Resources are freely accessible and children can choose what they would like to play with; increasing their independence. The range available covers all areas of learning and is appropriate to the age and stage of development of the children attending. There is plenty of space for them to play as well as room to sit and relax. All resources and equipment are good quality and checked regularly for cleanliness and any damage. The childminder supervises children in the garden and on outings to ensure they are kept safe at all times. Equality and diversity is the cornerstone of the childminder's practice. The individual needs of every child and their family are addressed, and the childminder provides for the specific needs of different children very effectively. All children have equal access to the play and learning opportunities provided, enabling them reach their full potential. These include positive images of diversity and the opportunity to discuss their similarities and differences. This encourages all children to value themselves and people in society.

The childminder is very reflective of her provision and has used her self evaluation to excellent effect. She has a clear understanding of her strengths and weaknesses and has identified future areas for improvement. The childminder critically looks at what she is providing and takes positive steps to improve, such as undertaking ongoing training, asking parents for their opinions of her service, and meeting with other childminders to gain knowledge and understanding of her role. She is very proactive and seeks for ways to ensure that children are receiving the best care and education that she is able to offer.

The childminder has good relationships with other professionals who are involved in the care of the children, which helps to provide continuity of care. However, she has not yet shared her developmental records with them. The childminder has an outstanding working relationship with parents. They are extremely happy with the care and attention their children receive while with the childminder. Parents receive a copy of the written policies and procedures. The childminder has daily

feedback with parents through a daily contact book, as well as verbally. Parents share the starting point for their child with the childminder. She then shares the observations and assessments of the child with the parents. She reviews the progress of the child every six weeks and includes parents in setting future developmental targets for their child. The observations are recorded in each child's record book and the assessment and next steps are clearly identified. The children's learning and development are linked to all areas of learning, and the future planning is led by the needs and interests of the children.

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

The Early Years Foundation Stage is used well in providing children with opportunities to extend their learning and development. The childminder is engaged in moving the children forwards and identifying their strengths and weaknesses. Children enjoy a range of age appropriate activities, and the childminder is very skilled at extending the children's play. She asks open questions and enables the children to think for themselves. The children love to snuggle up with the childminder listening to a story. They become fully involved, asking and answering questions about the story and commenting on the pictures. The childminder is very skilled at including them in the magic of books.

Children's welfare and safety is fully considered and promoted. They are learning about the importance of personal hygiene routines. Children's physical development and their interest in the local environment and the world around them is promoted through outdoor play in the garden with a variety of activities such as football cars and bikes, the trampoline and the climbing frame, as well as regular daily walks, trips to local parks and places of local interest. Children are learning to make healthy choices about what they eat. They are given healthy options, and the childminder has produced a sample menu to share with the parents so they know what their children are eating. One of the improvements the childminder has identified is providing children with an area of the garden to plant, nurture, grow and pick their own fruit and vegetables. This helps them to understand the importance of fresh foods and to give them a sense of achievement.

The positive reinforcement of their achievements through praise and encouragement helps children to feel good about themselves and their abilities. There is a lot of praise given for new words learned for younger children, for sharing well when playing with the construction or joining together in a game of football. Children are expected to respect and care for each other; this is reflected in their behaviour. The childminder is very good at diffusing situations and uses distraction very effectively. The childminder is an excellent role model and leads by example. The relationship between the children and the childminder is one of closeness and respect. The children enjoy the time and experience they have while in her care, which is fully reflected in the way they respond to her.

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	1

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	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	1

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