

Inspection report for early years provision

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Inspection date	20/07/2011
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

This childminder registered in 1984. She lives with her husband in Rainham, Kent. The playroom, kitchen and dining room are used for childminding and one bedroom upstairs. There is a fully enclosed garden for outside play. The childminder has a pet dog and cat.

The childminder is registered to care for a maximum of six children under eight years at any one time, three may be in the early years age range. She is currently minding three children in this age range. She also offers care to children aged five 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 or drives to local schools to take and collect children. The childminder attends the local toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a caring and welcoming environment for all children, enabling them to make good progress overall, in their learning and development. She has a good knowledge of the Early Years Foundation Stage and implements this effectively to promote outcomes for children. The strong and effective partnership with parents and other providers enables all children to feel fully included into the setting. The childminder is committed to providing a quality service and has attended training recently to enable her provision to make continuous improvement. However, she has not carried out a system of self-evaluation. This has resulted in some weaknesses within the provision not being fully identified, regarding planning of activities and written records for parents.

What steps need to be taken to improve provision further?

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

- improve the records of observations and assessment to reflect the good learning taking place and use this information to inform future planning, to provide challenging, learning opportunities
- review all written documents to ensure they contain sufficient and up-to-date information for parents
- devise a system of self-evaluation to fully identify the strengths and weaknesses of the provision.

The effectiveness of leadership and management of the early years provision

Safeguarding is given high priority by the childminder who has a good understanding about protecting children in her care. She has attended training and has a well-written policy in place, which is shared with parents to keep them informed of her role and responsibilities. She has effective documentation and information in place, should she have any concerns and need to contact outside agencies. Children are kept safe and secure in the childminder's care. She carries out comprehensive risk assessments both indoors and out, ensuring all hazards are identified and measures put in place to promote children's safety. Children are supported in keeping themselves safe, through discussion about road safety and 'stranger danger'.

The childminder actively promotes equality and diversity. She works with the children to ensure they feel included within her home and have equal access to all the resources and activities. Children have access to a good range of resources such as books, small world toys and jigsaws that reflect diversity. Children learn to value each other and accept each others differences showing respect and concern. The childminder has a good knowledge of each child's background and needs enabling her to meet their individual requirements. The good links with other providers, who share the care of some of the children, further supports children's learning and development.

Children move around the childminder's home accessing a good range of resources and equipment. They choose activities and happily self-select or make requests for alternatives to meet their individual interests. The toys and resources are in very good condition and suitable for the ages of the children attending. The childminder offers the children a range of adult-led activities and child-initiated play to promote their overall development.

Parents are seen as important partners, working with the childminder to fully promote children's welfare. Parents are given written policies to read and communicate daily with the childminder about their child's learning and development. However, some of the policies have not been fully updated to contain current information. The childminder requests written permission from parents to ensure children's well-being is promoted; for example, parents give consent for emergency medical treatment, application of sun cream and outings. The childminder feeds back to parents on a daily basis about their child's daily routine and care needs, to ensure they are kept well informed. A system of observation and assessment is being established and parents comments are welcomed in this process.

The childminder is committed to providing a positive experience for children, enabling them to feel safe and secure within her home. She attends regular training to update her skills and knowledge to provide a good quality service for all the children attending her setting. She constantly reviews her provision to develop different activities or to ensure all children are able to make good progress. Therefore, the capacity of her provision to maintain continuous improvement is

good. However, the childminder has not carried out a process of self-evaluation to identify the strengths and weaknesses within her provision. As a result, assessments carried out do not always fully inform planning, to ensure children are able to fully extend their learning through challenging learning opportunities.

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

Children are settled and confident in the childminder's home. They talk to the childminder about what they are playing and involve her in their games. For example, one of the children makes different ice-creams with the play food, learning to link the colours with the tastes. They offer to make a cup of tea with the toy kitchen, learning why oven gloves are important when cooking. Children have opportunities to paint, they use different colours and show good hand and eye co-ordination with the thin paint brushes. They demonstrate their imagination as they play outside with the dolls and pushchairs, acting out familiar roles from home. Children show good turn-taking skills as they sit and play box games or share books with the childminder. Books are always accessible and changed regularly to give children a range to choose from. Children choose from a wide variety of resources and toys, selecting their favourites or experimenting with different ones. The childminder carries out observations, some of these in writing. She then makes an assessment of children's learning to plan further activities. However, the assessment does not always identify all the learning that has taken place and therefore does not inform future planning. This results in some activities not fully extending children's learning in all areas.

Children have good opportunities to learn about living a healthy lifestyle. They have daily opportunities to play outside, often extending activities inside to outside. Children use a good range of large play equipment to develop their physical skills in bouncing, throwing, climbing and balancing. They have regular visits to the park or enjoy outings to different places of interest, learning about their environment whilst benefiting from fresh air and exercise. Children choose from a range of healthy options at snack time, such as fresh fruit and raisins and have water to drink. All children bring their lunch with them, which is stored in the fridge to keep it fresh and safe. They learn effective self-care routines, such as, washing their hands before eating and after using the toilet. They use tissues for their noses and understand why these must go straight in the bin. This helps to ensure they understand about keeping themselves safe from germs. Children show a good understanding about keeping themselves safe. They demonstrate the importance of not running indoors in socks or going too close to the decking on the space hopper. Children are secure in the childminder's care and develop a good sense of belonging. They demonstrate a clear understanding of the rules and expectations of the childminder and remind each other when they are not quite conforming to the house rules.

Children form good relationships with each other, enjoying sharing achievements or using their imagination in a joint game. They learn to value and accept each others differences because they are shown respect and equal consideration from

the childminder. Children show a good understanding about diversity, engaging in a range of activities and experiences to support this. The childminder acts as a good role model, giving praise and encouragement to the children to try new experiences and be kind to each other. Children understand the importance of tidying the toys away to make room for different resources, becoming aware of their responsibility within the setting. The childminder talks to the children all the time, encouraging their communication skills. She offers opportunities for children to gain an understanding about information and communication technology, through use of the computer and cause and effect toys. Books are fully promoted and children's skills in literacy and numeracy are effectively implemented into the daily routine, both indoors and when on outings. Therefore, children are able to develop the necessary 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	3
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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