

Inspection report for early years provision

Unique reference number	EY224805
Inspection date	18/07/2011
Inspector	Cilla Mullane

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

The childminder was registered in 2002.

She lives with her husband and two children in a house in a residential area of Canterbury. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder's husband assists with childminding on a full time basis. There is a toilet on the ground floor, and one section of the garden is level with the ground floor. The art and craft room in the garden is accessed by a flight of steps. The childminder is registered to care for 10 children aged under eight years when working with an assistant, six of whom may be in the early years age range. They currently care for nine children in the early years age range on a part time basis. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She and her assistant walk or drive to local schools to take and collect children. The childminder attends the local toddler group. The family has a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The welfare of children is well promoted: they can play freely and safely, and they learn to care for their own safety and hygiene independently. They make good progress due to the childminder's effective planning to meet individual needs, and her response to children's interests. Children feel welcome in the childminder's home, and especially enjoy a variety of experiences in the inviting garden and art and craft workshop. Strong relationships with parents enable them to be fully involved in their children's care and learning. The childminder's practice is inclusive for children and their families, and effective self evaluation has highlighted an area for improvement to be learning more about supporting children with special educational needs and/or disabilities and helping children to further value diversity. Many improvements have benefitted the children since the last inspection, and the childminder demonstrates a good ability 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:

- help children to learn to respect and value all people and learn to avoid misapprehensions and negative attitudes towards others, with particular regard to people with special educational needs and/or disabilities.

The effectiveness of leadership and management of the early years provision

Children's welfare is very well promoted. Both the childminder and her assistant keep up to date with safeguarding training, and are knowledgeable about procedures. Thorough safety risk assessments show that the childminder considers all aspects of the children's environment, they are reviewed regularly, and appropriate action is taken to minimise any identified risks. As a result children are able to make the most of their play and outings, moving around safely and freely.

The childminder promotes inclusive practice: all children participate fully, and activities are tailored to individual needs. They are starting to understand the needs of others, and are kind to one another. The setting's policies and procedures are available to all parents and understood by the childminding assistant. The childminder has some knowledge and experience of working with children who have special educational needs and/or disabilities, but wants to build on this through attending training. She also recognises the importance of providing greater opportunities for children to learn to value those who have additional needs.

The environment indoors is well organised to enable children to initiate their own play, with good use made of the space, including a cosy corner with cushions under the stairs, where children take books to have a quiet few minutes. Outside, the garden is really inviting, with different areas for different activities. They can enjoy role play outdoors in all weathers, as this area is covered. The workshop houses art and craft resources, and children can start a creation, play outside, and return to complete their work at a later time, knowing it won't be cleared away.

Good use of self evaluation results in improvements to outcomes for children. For example, the childminder has compiled small folders with children's contact details, with photographs, to take in the car and on outings, so that they can be cared for according to their individual needs in case of an emergency.

Parents are very well informed about all aspects of the childminding service. Use of an online system allows parents to log on safely and view their child's daily diary, to view photographs and leave comments, to see notes about their children's progress and achievements, and to read and sign policies and permissions. Parents' views are sought and respected. Their comments show their appreciation of good communication, professionalism and caring attitude.

The childminder has developed good links with other settings attended by the children. As a result, information regarding children's progress is shared, promoting good continuity of care. For example, the childminder uses information from playgroup to build on their interests and achievements, and then plans activities to further stimulate and challenge children. Where children are in reception classes at school, the childminder liaises well with their teachers and maintains good communication with parents, so they can involve their children in a meaningful chat about their school day.

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

Children very much enjoy their play and learning as the childminder is quick to respond to their interests, and uses observations well to plan suitable next steps to help them make progress. The childminder is skilled at building on children's interests. An activity about pirates leads to borrowing children's metal detectors to find hidden 'treasure' in the garden. The balance of adult led and child initiated play holds children's interest and they are keen to take part and learn. Children show that they very much enjoy their time at the childminding setting. They are excited and eager to tell parents the highlights of their day.

Children are getting a good basis in their speech and language development: the childminder draws their attention to the sounds of letters and words, helping them to understand that words have meaning, giving them skills for the future. Children add and subtract during relevant activities: they help prepare for a snack, opening the drawer and working out how many bowls they need for the number of children present. Children gain an understanding of their local community through varied outings, and are starting to learn about the wider world and to value diversity. For example, they are fascinated by the globe, and are able to find Poland, knowing it starts with a 'P'.

The youngest children show they feel very safe with the childminder by snuggling up as they wake from a sleep, making eye contact and trying to join in songs with her. Children understand their boundaries and behave well. Positive behaviour management techniques encourage good behaviour. Children ask if they deserve a sticker, showing that they understand the rules. They are spontaneously kind to one another, showing a good understanding of the effect of their behaviour on others, sharing toys because 'I don't want him to be sad'. They also say 'thank you' and 'that's alright' without prompting.

Children know how to wash their hands effectively: they follow the pictures on display, and wash between their fingers. They take care of other aspects of their personal hygiene, helping themselves to tissues and placing them in the bin after use. A book with pictures of fruit enables children to make choices about their snacks, and shows them healthy options. They confidently ask for help to open their water bottles, and carefully fill bottles from the dispenser, recognising the need to have regular drinks. Opportunities to exercise in the fresh air promote children's physical development. They balance beanbags skilfully on their heads, and increase their coordination skills during egg and spoon races.

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

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