

Inspection report for early years provision

Unique reference number	EY423773
Inspection date	04/08/2011
Inspector	Liz Caluori

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 registered in 2011. He lives with his wife, who is also a registered childminder, and three children aged 13, 10 and 4 years; the family live in Maidstone, Kent. Childminding generally takes place on the ground floor, with use of the bathroom on the first floor. There is a fully enclosed garden for outside play. The family has two dogs.

The Childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. He may care for a maximum of five children aged under eight years at any one time; of these, two may be in the early years age range. He currently has two children on roll, both are in the early years age group. When working with his wife a total of seven children under eight years may be cared for; of these, five may be in the early years age group.

The childminder drives to the local school and pre-school to take and collect children. He attends a local toddler group and a childminding group. He 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 thoroughly enjoy their time in this inclusive, safe and friendly environment. They make good progress in their learning and development and are generally provided with a good range of resources, although the presentation of these inconsistent. Children benefit from the good partnership maintained with their parents and carers; however, effective relationships are not yet fully in place for sharing information with other early year providers. The childminder effectively evaluates his service; as a result, he recognises his strengths and has a clear vision for future improvements.

What steps need to be taken to improve provision further?

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

- increase the opportunities for children to use a wide range of resources for expressing their understanding including mark making, drawing and writing
- increase the support for children to use a range of information and communication technology such as cameras, CD players, programmable toys and computers
- put in place arrangements for working with other early years providers in order to provide coordinated and consistent learning and development for children.

The effectiveness of leadership and management of the early years provision

The childminder's good awareness of safeguarding issues ensures children are continually protected. He is confident in his ability to detect potential signs and symptoms of abuse. The childminder has clear policies and procedures in place that are in line with the Local Safeguarding Children Board procedures. Detailed risk assessments are undertaken on the premises and planned outings, ensuring that safety is continually monitored and reviewed. Fire drills are practised regularly to help children understand what to do in case of an emergency.

Space within the childminder's home is used well and enables children to engage in a range of different activities at the same time. A good selection of well maintained resources is provided but the presentation of some toys is more inviting than others. Attractive storage units display a range of train tracks, bricks and other construction materials and purpose made racks contain a selection of books. However, equipment such as pens, pencils, paints and paper is generally stored in a cupboard and therefore not available for children to access independently. This limits children's opportunities to freely use a wide variety of resources for mark making, drawing and writing. Children have opportunities to play outside on a daily basis. The garden is fully enclosed and thoughtfully resourced to provide good opportunities for learning about the natural world.

The childminder actively promotes equality and diversity. He respects children's individuality and helps them to understand about the lives and customs of other people. An effective partnership with parents supports the childminder in meeting children's individual needs. The childminder also maintains a friendly relationship with other early year providers and takes time to discuss general issues, such as a child's mood or any forthcoming events. However, he does not have arrangements in place for sharing information that specifically relates to children's learning and development; this would enable all parties to discuss and coordinate future planning.

A strong commitment to on-going reflection and self-evaluation supports the childminder in effectively identifying and prioritising areas for improvement. He plans, for example, to improve his systems for assessing and monitoring children's progress. The childminder currently undertakes observations of children to determine their levels of achievement and preferred activities. This enables him to provide a range of activities which children enjoy and that are aimed at promoting all round development. However, he has yet to extend these arrangements to ensure that he identifies their next steps across all areas of learning or any gaps in their development.

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

Children are very happy and settled in the childminder's care. They enjoy the very friendly family atmosphere and make good progress in their learning and development. Emphasis is placed on children learning through play, exploration and fun. All children are able to participate in all activities, as a result, they are confident to make choices and are motivated to learn. Children investigate bugs in the garden using magnifying glasses and pots, which helps develop the confidence and independence they will need in the future. However, a lack of access to information and communication technology equipment means children are unable to practise skills they are likely to need when they start school. Children are considerate, well behaved and encouraged to be socially responsible; for example, taking part in charity events and recycling rubbish.

The childminder's caring and supportive manner enables children to feel safe, secure and form trusting relationships. Children of varying ages play together, helping each other to dress up in costumes, play shop keepers and construct towers. The youngest children crawl around safely; they explore toys, such as activity centres, and are well supported to develop their mobility. The childminder knows the children well and follows their daily routines. He recognises when they are tired or hungry and ensures their care needs are well met.

Strong emphasis is placed on ensuring children follow healthy lifestyles. They play and learn in a clean environment and routinely wash their hands after using the toilet and before eating. Children are taught the importance of good nutrition and have constant access to drinks. Children benefit from very regular opportunities to play in the fresh air and engage in physical exercise in the garden. Appropriate procedures are in place to deal with sickness and administer medication. The childminder maintains a current first aid certificate, enabling him to treat children in the event of a minor accident.

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	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

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	3

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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