

Inspection report for early years provision

Unique reference number	EY424787
Inspection date	05/08/2011
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 2011. She lives with her family in Staple, near Canterbury, Kent. The childminder lives in a bungalow and children have access to the playroom, lounge, kitchen and bathroom. There are small steps into and out of the premises, and the bathroom is on the ground floor. Children have access to an enclosed garden for outdoor play. The family has a dog.

The childminder is registered to care for a maximum of six children aged under eight years at any one time, of whom only three may be in the early years age range. She is currently caring for three children in the early years age range on a part time basis. The childminder is registered on the compulsory and voluntary parts of the Childcare register. She provides overnight care.

The childminder drives to local schools and pre-schools to take and collect children. She attends the local toddler group and a local childminding group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are respected and valued as individuals. They are settled and secure, and feel safe in the childminder's care. Their welfare is very well promoted, and the emphasis which the childminder places on children's emotional development means that they are confident, interested and motivated, and very much enjoy their time with the childminder. They make good progress due to the childminder's skilful interaction and her ability to respond to their interests and plan a good variety of exciting activities according to their individual needs. More opportunities are needed to develop children's understanding of diversity and the wider world. Children have access to a good variety of well maintained and interesting toys in a very well organised and welcoming environment. The childminder works very well in partnership with parents, ensuring they are well informed and fully included in their children's care and learning.

What steps need to be taken to improve provision further?

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

- promote positive attitudes to diversity through activities and resources that encourage children to talk about similarities and differences and the reasons for them to help children to value aspects of their own and other people's lives

The effectiveness of leadership and management of the early years provision

The childminder is very well organised, and promotes children's welfare very well. She shows a great commitment to safeguarding children. She has equipped herself with a wealth of up to date information to guide her practice should she have concerns about children's care. The childminder carefully risk assesses her provision, showing a good commitment to children's safety, and a good awareness of potential hazards and how best to eliminate these. As a result, children move around and play safely. Fire evacuation practices help children to learn the correct action to take in the event of an emergency, and the childminder's notes show that she learns from these; for example, noting that next time she should take children's records to further protect them. The childminder's good knowledge of individual children's backgrounds and needs enables her to care for them as individuals. The well organised learning environment ensures that all resources are accessible to children of all ages. Policies and procedures emphasise the inclusive nature of the provision. Activities and resources include some which help children learn about diversity and the wider world, and the childminder is developing this aspect of her work. Children benefit from the use of a playroom, which provides a safe and secure learning environment. Toys are well maintained, of good quality and variety, and accessible to all children, including toddlers.

Since registration, the childminder has continually improved all aspects of her provision, showing a good ability to look critically at her practice. She has recognised areas for development, and set herself realistic and challenging targets; for example, to develop and streamline the children's developmental records. The childminder involves parents very well, giving them a wealth of information about her setting and their children's care and learning. Daily diaries detail relevant information about activities and routines, and parent's evenings offer excellent opportunities to share their wishes for their children, and to discuss children's care and progress. They are therefore very well informed and included. Their views are sought via frequent chats and the use of questionnaires, showing the childminder's willingness to include parents and act on their views. Where minded children also attend the local pre school, continuity of care is good, because the childminder volunteers on the committee there.

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

The childminder's skilful and perceptive observations enable her to provide suitable and challenging activities in response to children's interests, which build on what they already know. Therefore children make good progress in their learning. Parents contribute to this process, including them in their child's time with the childminder. Toddlers gain a love of books at an early age, choosing favourites repeatedly, and excitedly lifting to flaps to see the pictures. They enjoy making music, bashing drums, and express their pleasure listening to music by moving rhythmically.

An excellent settling in procedure results in children feeling safe and secure. The childminder ensures she finds out about children's routines and interests at the start of a childminding arrangement, which contributes to this. Furthermore, she visits children in their own homes, informing her about their background in order to provide good consistency of care. Toddlers show a great sense of security in the childminder's care; they are happy and confident to leave her to explore, returning for reassurance. They are totally at ease in the childminder's company, falling into her arms when she offers to sing "row row row your boat" and asking to do this again.

The youngest children are gaining skills for the future. They are curious and confident to explore their surroundings. They communicate their needs and feelings by making sounds and eye contact, secure in the knowledge that the childminder will respond positively. They have good self esteem because the childminder appreciated their contributions and shows them that they are special. Toddlers are content, showing that their physical and emotional needs are being met.

Sleep and feeding routines are consistent, and cuddles are frequent, resulting in children who feel happy and healthy. Children start to care for their own personal hygiene, as the childminder allows them to help to wipe their own hands and faces. They listen to the childminder chatting about washing hands and cleaning fruit, forming a basis for healthy habits in the future. Children's confidence in their physical development increases as the childminder offers opportunities for even the youngest children to take risks; for example, climbing under close supervision.

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	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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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