

Inspection report for early years provision

Unique reference number	125604
Inspection date	07/03/2011
Inspector	Claire Parnell

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 1989. She lives with her husband and adult son in the High Brooms area of Tunbridge Wells, Kent. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder works with an assistant, her husband, on a part time basis.

The childminder is registered on the Early Years register and compulsory and voluntary parts of the Childcare register. She is registered to care for a maximum of six children at any one time and is currently minding five children in the Early Years age group on a part time basis. She also cares for five older children on a part time basis. The childminder walks to local schools and pre-schools to take and collect children. She attends the local toddler group and also the Tunbridge Wells Childminding Association toy library. She is a member of a childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder recognises the uniqueness of each child to promote their individual welfare and learning needs. Children play in a very safe, stimulating and secure environment and are well cared for by the childminder nearly all the time. Children are progressing well due to the developing systems to aid each child's learning and development. An excellent partnership with parents ensures that the children receive consistent care and learning. The childminder's capacity for maintaining ongoing improvements to the provision is good. She has a good understanding of what her strengths are and can identify areas of her practice to be improved. She prioritises future improvements effectively and regularly attends additional training.

What steps need to be taken to improve provision further?

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

- further develop ongoing observational assessment to identify children's achievements and use these to plan for their next steps
- gain written consent to administer homeopathic medication.

The effectiveness of leadership and management of the early years provision

Children's welfare is very effectively safeguarded. The childminder's robust risk assessments for all aspects of children's care ensures that the premises are safe and any identified risks, either within the house or on outings, are minimised. The childminder actively encourages children's understanding of safety throughout

the day through activities such as fire safety and road safety. She has a very clear understanding towards her responsibility for the children in her care and is fully aware of the steps to take if she has a concern about a child. The childminder actively seeks training to update her knowledge for child protection procedures. Very thorough policies and procedures are effectively implemented to ensure children are able to play in a safe, healthy, secure and stimulating environment. The childminder's home is carefully organised to ensure children can help themselves to an extensive range of good quality resources appropriate to their age and stage of development. Children are supervised well when out of the house to ensure un-vetted people do not have unsupervised access to children.

The childminder has a clear vision for the future regarding the development of her practice. She is eager to continue her training and attends regular workshops to promote the welfare and development of the children in her care. The childminder effectively evaluates her service through the self-evaluation system. Action taken is well targeted to improve outcomes for children. For example, the childminder reflects on her own practices when new strategies are introduced regarding learning and development for sound and letter recognition. The resources and training information that she receives through her supportive network ensures that practices are regularly reviewed, monitored and changed to ensure good practices are implemented immediately.

The childminder understands the importance of supporting a child's home background and ensures she has sufficient information to promote equality and diversity. For example, menus reflect children's dietary requirements and festival celebrated reflects children's religious and cultural backgrounds. The childminder supplies plentiful resources and equipment that portrays positive images therefore supporting children's understanding of today's diverse society.

The childminder has long existing partnerships with other settings including local schools and nurseries. The childminder is aware of the need to share information to promote children's continuity of care and learning. The childminder promotes highly professional and positive partnerships with parents. They are provided with a wealth of displayed, written and verbal information on a daily basis regarding the individual care of their children. Daily communication is provided through a contact book where reciprocal communication is encouraged by parents. Parents' written comments are positive and reassuring for others, demonstrating that the childminder shows a great commitment to the children in her care.

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

The childminder supports children's learning well. She allows them to explore and develop confidence and independence. Children are very settled and confident in the childminder's care, responding well to the childminder's requests and demonstrating a good sense of belonging. Children feel safe in the childminder's care due to the familiar relationships they have with the childminder and her family and the high priority given to the children's safety through planned activities. The

childminder actively talks to the children, engaging their interest in activities and resources that are easily accessible to them. She promotes their interest and curiosity by introducing new activities. For example, she introduces some shaped magnets to the child to encourage shape awareness and cause and effect. Children respond well to the childminder's chatter, with reciprocal communication through gestures and verbal babbling. Children learn to compare and measure by matching the shapes to build towers of shapes. Children have access to interactive toys such as press button trains, helicopters and telephones, learning to use every day technology at an early age. Children are encouraged to explore textures and malleable materials through hand painting and natural materials. The childminder encourages children to experiment with their senses through planting activities and numerous craft activities. Through these experiences children are developing skills for the future.

Children experience a wealth of learning through outdoor play. The childminder reflects all the areas of learning through outdoor play and values it's learning experiences as much as indoor play. Children explore many areas to play in the childminder's garden, using paved areas to ride bikes and trikes, as well as looking at themselves in mirrors as they ride past the wall. They experiment with chalks on numerous boards attached to the wall at different heights. They use paint pens to paint freely on the Perspex sheets in the garden, creatively expressing themselves independently. Children go for regular walks to local amenities to learn about the world around them such as feeding the ducks and using large park equipment to extend their physical skills. Children socialise with other children at toddler groups and childminding groups to encourage communication, confidence and interaction with others.

The childminder has a clear understanding of planning for children's ongoing development. This is usually related to themes and topics of interest such as cultural celebrations. The childminder knows individual children's development stages at source and provides good levels of challenges and targets for their ongoing development. Observations are made of children's achievements but these do not always relate to what children are achieving or what needs to be planned for their next steps.

Children's health is promoted well. Children have access to their own colour coded flannels for face and hand washing. They access soap and running warm water in the downstairs toilet before eating and after toileting and messy activities. The childminder eagerly encourages good hygiene practices from an early age, introducing wipes for children's hands after nappy changes. The childminder communicates strict rules regarding caring for children on medication and encourages parents to keep children at home until they are well enough to return to her care. However, the childminder does not always gain consent to administer homeopathic medication for when babies are teething.

Children are encouraged to eat healthy options. They snack on fruit and yoghurt covered raisins and have access to fresh drinks throughout their time with the childminder. She ensures drinks are available in appropriate vessels for the children's age and stage of development.

Children are encouraged to share, take turns and show respect for the childminder's house and other children. Positive behaviour management strategies are effectively implemented to encourage good social skills and co-operation between children. The childminder acts as a good role model offering cuddles and using good manners, showing respect towards the children. These practices help children to develop good levels of confidence and self-esteem.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	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

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