

Inspection report for early years provision

Unique reference number	103607
Inspection date	22/08/2011
Inspector	Mary van de Peer

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 2000 and she lives with her husband and two children in Chatham, Kent. All areas of the childminder's house are used for childminding and there is a fully enclosed garden for outside play. The family has a pet rabbit. The childminder is registered to care for a maximum of six children, of whom no more than three may be in the early years age group, at any one time. The childminder is currently minding 13 children on a part time basis; of these six are in the early years age range. The childminder provides care for children with special educational needs and/or disabilities. She walks or drives to local schools and pre-schools to take and collect children and she also attends local toddler and childminder groups. The childminder is a member of the National Childminding Association and holds a Level 3 childcare qualification. The childminder receives support from the local authority. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder uses highly effective procedures to ensure she meets the needs of individual children. The exciting, stimulating and extremely well-resourced environment helps children to make excellent progress in their learning and development. Partnerships with parents and others involved in children's care are a key strength of the provision and information to support children's welfare and learning is mostly shared extremely well. The childminder has addressed recommendations raised at her last inspection and has made many additional improvements of her own. The positive use of self-evaluation and reflective practice ensures that the childminder is extremely successful in continuing her professional development and that of her childminding service.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improve further, the two-way flow of information with parents, to further promote a shared understanding and involve them in practical ways, to support their child's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder is a very experienced and well qualified child carer. She shows a high level of commitment towards promoting and safeguarding children's welfare.

The childminder has undertaken recent safeguarding children training and has a very good knowledge of the procedures to follow should she have concerns about a child in her care. This information is shared with the parents through her clearly written policies and supporting documentation. Effective and well recorded risk assessments on the house, garden and outings are regularly carried out. This results in a child friendly, secure environment, where children can learn, enjoy themselves and play in safety. The children also take part in regular emergency evacuation drills. These are recorded and risk assessed thoroughly.

All children benefit highly from being cared for in a comfortable, child orientated and very welcoming environment. An excellent range of age-related resources are freely accessible and children can choose what they would like to play with. Adult-led activities are also included in the daily planning, helping children focus on their priority learning areas. There is plenty of space to play in as well as room to sit and relax. All resources and equipment are regularly checked for quality, suitability and damage.

The childminder has built up an extremely effective and positive working relationship with parents. All parents are able to view copies of written policies and procedures. The childminder has daily verbal feedback with parents as well as using a contact book to share information. She shares Early Years Foundation Stage documentation with parents, to provide them with a better understanding about the childminder's responsibilities and dedication to how she cares and promotes children's developmental progress. Parents provide the childminder with valuable information on the starting points for their child. Observations and assessments are routinely made on each child individually and recorded clearly. The childminder shares this information with parents and is developing ways to include them more in setting future developmental targets for their children. The observations are recorded in each child's learning and progress folder. Children's next steps are then effectively identified and used to influence the following week's planning. The childminder is also able to describe the individual developmental needs of the children and what activities she can provide to help move them forward. Parents are given regular opportunities to comment on the provision. The childminder uses their responses in her self evaluation process. The childminder has built up very effective and positive partnerships with other professionals and carers who are also involved in the care of children. In this way children's progress is enhanced and ensures that continuity of care is provided.

The childminder is totally committed to improving and extending her provision for children and parents. She is always assessing what she is providing and follows this up by taking effective steps to improve. For example, she undertakes further training and regularly reviews her procedures. The childminder actively seeks different ways to ensure children are receiving the best care and education that she is able to offer.

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

The childminder shows an excellent understanding of how children learn and develop. Their welfare and well-being is also always fully considered and promoted very effectively. The childminder knows the children extremely well and works alongside parents to assess their starting points. This enables her to identify children's future needs and to provide them with a wide range of stimulating play opportunities which encourage and support their progress in every area of learning. Activities are well planned according to children's next steps and individual interests. Children's independence is very successfully promoted, ranging from personal care and healthy living to their individual play choices. The childminder nurtures each child, continuously talking with and listening to the children, asking them open ended questions to aid their development in communication and language. She gives them many opportunities to extend their skills and understanding in mark making and creativity, with a wide range of writing, art and craft materials readily available to them. Numerous pieces of children's work are displayed. Children are able to learn how to prepare ingredients and cook for fun and help with their snack preparation. Interactive and remote control toys, along with role play opportunities provide children with invaluable skills for their future. Children play very happily with the childminder and the interaction between them is very close, caring and affectionate. Children clearly feel safe and secure with the childminder.

Older children are included in setting the house rules and the childminder has noted that they are much more likely to follow them when they have set them. Children regularly take part in emergency evacuation drills and learn about road and car safety, so they know how to keep themselves safe.

The childminder provides healthy snacks and meals, taking into account children's likes, dislikes and dietary needs. Children can have a drink of water whenever they wish to. They take part in activities to help them learn about healthy eating such as simple cookery. The children also have the opportunity to plant fruit and vegetable seeds, see how they grow and are able to pick them and help cook them for eating. Children are able to learn about eating balanced diets. Outdoor play is available all year round in the garden. There is equipment which promotes physical skills, such as balancing and swinging. Trips to local parks and places of interest promote their knowledge of their local environment and enhance their physical play opportunities.

The childminder supports children's behaviour by setting a good example for them, she is an excellent role model. She encourages children to respect each other and take turns. Children benefit from lots of praise and encouragement which teaches them to look for attention in a positive way. Children are provided with highly effective learning opportunities in a very safe, stimulating and caring environment.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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