

Inspection report for early years provision

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Inspection date	08/09/2011
Inspector	Susan Scott
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 2001. She lives with her husband and two teenage children in Frindsbury, near Strood, Kent. The whole ground floor of the childminder's house, an upstairs playroom, and upstairs toilet and bathroom are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age group. She is currently minding nine children on a part time basis, three of whom are in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Overnight care is not provided. The childminder walks and drives to local schools to take and collect children. She attends the local parent/toddler group and local childminding groups. She is a member of the National Childminding Association. The family has two pet cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's good knowledge of each child's individual needs ensures that, overall, she is able to promote all aspects of their welfare and learning with success. Children enjoy a range of activities and play, including learning about their local environment and the world around them, although the planning is informal. The partnership with parents is very exemplary. The childminder skilfully builds upon the quality experienced by the families who use the service, through the use of self assessment and questionnaires. The childminder's qualifications and experience enable the individual needs of all the children to be met successfully. This means that children make good progress, given their age, ability and starting points.

What steps need to be taken to improve provision further?

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

- strengthen the use of systematic observations and assessments across all six areas of learning and development to identify learning priorities
- maintain an accurate record of the names of visitors to the setting, the purpose of their visit, and details of arrival and departure times.

The effectiveness of leadership and management of the early years provision

Children's welfare and learning is effectively promoted because the childminder has considerable expertise which she uses to good effect. She has a very good understanding of her responsibilities to protect children's welfare, and recently attended safeguarding training. Children are effectively protected by the childminder's meticulous supervision, and benefit from thorough procedures to record accidents and the administration of medication. There are extensive written consents from parents for a variety of activities such as outings. Risk assessments are also in place and ensure that the children are kept safe inside and outside the home. The childminder ensures that she has excellent measures in place to deal with emergencies. Visitors to the home are not recorded but the childminder sometimes uses a calendar to note these. The childminder has a valid first aid certificate, enabling her to provide good care and treatment if this is required.

Children access a variety of safe areas in the well maintained and spotless home. They can play with an attractive selection of toys and resources that cover all types of play. Regular varied outings and physical activities, which are safely organised, enable children's health to thrive. The childminder undertakes training to ensure her knowledge is current and this enhances her ability to meet the needs of the children in her care. The childminder regularly reviews her own practice and identifies areas which she can improve that will benefit the children most. She reflects on her service and uses the self-evaluation form to review her service effectively. Children's welfare and learning is effectively promoted because the childminder successfully ensures that all children receive the individual support they need to make good progress. The childminder discusses and understands the varied needs of all the families whose children she cares for. She provides resources which meet every child's individual needs and there is a good selection of positive images represented in the resources she provides. These develop children's understanding of diversity and differences.

The partnership with parents is excellent. Parents confirm that they are welcomed into the childminder's home and they are extremely satisfied with the care offered. Children's starting points are thoroughly discussed with parents and this information is used to enable them to settle well and feel secure. Children's records note their individual needs and this information is used well to ensure they receive care and education which is adapted to suit these needs. Children are well supported by the childminder who provides parents with a comprehensive range of information about their child's progress and the service she provides. This supports parents' confidence and gives them a clear understanding of the childminder's practice as well as encouraging their feed back. Parents report how impressed they are with the childminder's professionalism and her support and flexibility. Children benefit from the systems to share information about them with other organisations that work with the children, such as nurseries. She attends the local children's centre which has a positive impact on children's experiences and learning.

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

Children benefit from playing and learning in a well organised environment, where they are able to select from a variety of resources and toys which interest them. The childminder informally plans activities to extend their play and learning. The children each have a development record with supporting observations and assessments noted by the childminder. These assessments are referenced effectively to the Practice Guidance for the Early Years Foundation Stage. There is no system in place yet to note children's next steps, although the childminder does plan activities that enable all children to make progress. The childminder offers a variety of appealing play options so that each child can develop their skills and understanding. For example, children attend varied local groups and enjoy frequent access to outdoor play and exercise by playing in the garden on apparatus. This supports the development of their physical and social skills.

Children develop a wide ranging awareness of safety as the childminder ensures they understand how to take care when outside the home. Children are kept extremely safe through the childminder's close supervision and their well-being is enhanced by recognition of their needs and feelings. For example, the childminder recognises that carrying out emergency evacuations helps children to stay calm and avoid panicking. The childminder sensitively provides support for children to join activities with other children, which enables them to feel confident and valued. This positive reinforcement encourages them to explore and become more independent. Children learn to wash their hands and dry them on paper towels which they bin afterwards and this encourages their understanding of meticulous hygiene routines.

Children enjoy regular and frequent opportunities to explore and play in the garden and visit play facilities locally and sometimes further afield. For example, they explore at the beach by playing with sand. Children's knowledge of the world and understanding is supported by the opportunity to explore their community through frequent visits to parks and play areas. They enjoy good opportunities to develop their social skills and their knowledge on trips to places of interest, such as a pinetum and a reservoir. They also accompany older children to school and sometimes collect children from nursery which helps to prepare them for their own transitions, such as moving on to nursery or school. Children benefit from the conversations they have with the childminder, who models new vocabulary and speech for them. For example, babies learn to say 'yum, yum' and other words which enable them to develop good communication skills and let their needs be understood. Children develop their understanding of numbers and counting through everyday activities, by counting toys and other items. They access programmable toys and games, which develops their skills and understanding. One baby particularly likes using these and develops good physical skills by operating the musical toy and enjoys dancing and moving to music. Children enjoy their time with the childminder and develop confidence through her skilful support and they enjoy easy access to the attractive and varied play resources.

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