

Inspection report for early years provision

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Inspection date	19/09/2011
Inspector	Jane Wakelen
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in June 2001. She lives with her husband in Larkfield, near West Malling, Kent, close to local schools, pre-schools and shops. The ground floor is used for childminding with access to the upstairs bathroom and one bedroom used for sleeping children. There is a fully enclosed garden for outside play. The childminder has two dogs, several rabbits, tortoise and a parrot as pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder 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 feel safe and secure and make good progress in their development because of the caring, competent childminder who ensures children's individual needs are met. She has a system of observation and assessment in place, although this does not ensure all areas of learning are given equal consideration. The childminder works exceptionally well with the parents to meet children's needs and ensures all information is shared on a regular basis. The childminder is enthusiastic and motivated and uses her self-evaluation and attendance at training courses to identify her strengths and areas she needs to develop. Therefore, maintaining continuous improvement to promote outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop the observation and planning to ensure all areas are given equal consideration
- promote children's independence by providing an indoor environment where an appropriate range of activities is accessible.

The effectiveness of leadership and management of the early years provision

Children are exceptionally well safeguarded in the childminder's care. She has extensive knowledge and understanding about protecting children and updates her training on a regular basis, alongside her first aid qualification. A comprehensive policy is in place which is supported by a significant amount of information to keep the childminder informed in the event of any concerns. Children display an excellent awareness of safety issues and recognise how to keep themselves safe. Risk assessments are carried out on a regular basis to enable children to play in a safe, secure environment, where hazards are minimised.

Equality and diversity is well promoted within the childminder's practice. She has a good knowledge of all the children's backgrounds in her care and uses this information to meet their individual needs. Children are given good opportunities to learn about different cultures through a range of activities, discussion and food tasting. This knowledge is supported through the varied resources reflecting positive images of diversity. Any discriminatory remarks are challenged by the childminder and children are given information to help them understand others differences. Children move around the childminder's home freely and access the available resources pre-selected by the childminder. Children can request alternative resources or find additional equipment in the storage in the garden. However, this restricts younger children making free choices to engage their attention span. All the equipment is in good condition and suitable for the ages of the children attending supporting their learning and development.

Parents are exceptionally well satisfied with the care the childminder offers their children. They feel fully involved with the decision making involving the care of their child and are encouraged to share their views through the use of a daily contact book. The assessment file is shared with parents on a regular basis keeping them fully informed of their children's achievements, well-being and development. Daily communication and the excellent sharing of information provide a good two-way flow of information between the parents and the childminder, to meet the children's individual needs. The parents feel confident with seeking advice from the childminder or sharing personal information to enable the childminder to promote outcomes for their child. Partnerships with outside agencies and other professionals are well established to support children's learning and development. This enables specific programmes to be put in place when necessary, to meet children's individual needs.

The childminder has completed a self evaluation of the service she provides to identify the strengths and areas to develop within her practice. She has a good understanding of the strengths of her provision and has put measures in place to continue to improve opportunities for the children in her care. The childminder endeavours to attend regular training to keep her knowledge up-to-date and regularly evaluates the provision she offers. Children and parents are encouraged to voice their views to ensure the service being offered meets their needs. The childminder's caring, committed approach to maintaining continuous improvement

ensures good outcomes for children.

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

The childminder has a good understanding of the Early Years Foundation Stage requirements and supports children's welfare and learning effectively. The provision of toys and resources covers most areas of learning, although she has not fully implemented an effective way to ensure all areas are given equal consideration. Children are settled, confident and inquisitive as they move around the childminder's home meeting the different pets, learning that some can be stroked and some you watch in the cage. Children have free-flow between indoors and the garden giving them good choices where to play. Their language is extended through discussion and the various activities the childminder plans. This is supported through the sharing of books and opportunities to make marks. Children are encouraged to use their environment to support their numeracy skills as they look at door numbers, road signs and count the vegetables when shopping. These skills are extended further through the use of books, jigsaws and shape sorters. Children use a range of toys to promote their understanding of technology, for example, the electronic alphabet toy and the cause and effect toys. These skills, together with their numeracy and literacy, support children in developing skills for their future.

Daily opportunities for physical play at the park or the regular visits to local play centres enables children to develop their large physical skills in climbing, balance and co-ordination. They are encouraged to complete peg jigsaws, use scissors, or tools with the dough to help develop their fine physical skills. Children use a range of resources to develop their imagination as they pretend to cook dinner with the toy kitchen, or push the baby around in the buggy. Dressing-up clothes are available and toy telephones to practice 'conversations' to their friends.

Good hygiene procedures are implemented and adopted by the children. The older children know when and why they must wash their hands, with younger children following their role model and support from the childminder. They understand they must wash the 'germs' away and use paper towels to dry their hands, preventing cross infection. Parents provide food and snacks for their children and the childminder ensures they have regular drinks available. She talks to the children about healthy eating and the importance of regular exercise to live a healthy lifestyle.

Children show a feeling of security as they respond well to the childminder's firm, but caring manner. They happily approach her to meet their individual needs, for example, to ask for their snack or to get a particular toy. The childminder reminds children about keeping themselves safe, for example, not to put their fingers in the parrots cage or to mind their head when picking up toys from under the table. Children learn about keeping themselves safe on outings, holding hands and the importance of keeping safe when crossing the road.

Children understand the house rules and what behaviour is acceptable to ensure their safety and that of other children. They build good relationships, learning to take turns and to share the toys. The childminder offers praise and encouragement supporting children's self-esteem and confidence which enables children to respect and care for each other. They have good opportunities to learn about their local community through outings and social events with other childminders, therefore, supporting their understanding of differences amongst other people.

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