

Inspection report for early years provision

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Inspection date	26/09/2011
Inspector	Linda Coccia
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 registered in 2011. She lives with her husband and three children aged two, five and eight years in Tunbridge Wells, Kent. The ground floor of the childminder's house and one upstairs bedroom is used for childminding and there is a fully enclosed garden for outside play. There is one step to access the premises.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register, to care for a maximum of four children aged under eight years at any one time; of these, up to two children may be in the Early Years stage. The childminder walks to local schools to take and collect children. She attends a local parent/toddler group and local childminding groups. 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.

The childminder is very effective in meeting her minded children's needs because she knows them very well. This is apparent in the good interaction she has with the children. She is particularly effective in building relationships with parents. However, procedures for partnership with other settings could be improved. The childminder has addressed a number of safety issues identified at registration. This shows that she is able to maintain the continuous improvement of her service. Overall, children's needs are being met well.

What steps need to be taken to improve provision further?

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

- strengthen the procedures to enable the sharing of information about children's learning and development and any other relevant information with other setting practitioners' when children attend several settings

The effectiveness of leadership and management of the early years provision

The childminder organises her service well. She has produced a wide range of effective written policies in order to provide information for parents. The childminder's safeguarding procedures are secure, and all the required checks on adults residing on the premises have been carried out. Procedures include a

suitable complaints policy and procedures to be followed in the event of an allegation made against the childminder or members of her family. Her regulatory record keeping, such as the attendance and accident records are well maintained which ensures children's individual requirements are catered for. Children are kept safe as a good range of safety equipment is deployed around the premises. Children participate in regular emergency evacuation drills which help them learn about keeping themselves safe. Therefore, children's well being is promoted.

The childminder has fully evaluated most aspects of her service and has made some minor changes which have had a positive impact on the children. For example, she has introduced daily routines for the children which helps them to feel settled and secure. She has arranged her lounge, dining and conservatory spaces well so that the children can move around freely. Children accompany the childminder to a number of local amenities which they really enjoy, such as local toddler groups. Therefore, children engage in a variety of play activities and get to know the local area well. Children see good positive images of race and culture in the toys they play with every day and in the food they eat. The childminder looks after children from different racial backgrounds and they regularly talk about their differences. This helps children to respect and value each other.

The childminder has some good procedures in place to enable her to work with other agencies and care provisions as the need arises. However, she has not needed to put them into practice yet and they may need strengthening to be more effective when she does. She has an excellent, close working relationship with parents. Parents report that they are provided with written copies of the childminder's policies and procedures. They also receive detailed information about the EYFS and regularly discuss their child's observational records which they contribute to if they want. They report that they feel involved in their children's learning. They exchange written and verbal information with the childminder on a daily basis and receive a formal written report on their child every few months. Children receive excellent consistent care.

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

Children are happy with the childminder and are able to make their needs known to her. They laugh and chuckle during their play with the childminder which shows that children feel safe in the setting. A range of their favourite toys are prepared for them when they arrive and children can free flow around the premises selecting their own toys. This helps children develop their decision making skills. Children benefit from the childminder's good understanding of how young children learn and develop. They use a wide range of activities which engage them well. For example, young children enjoy exploring the noises that the push button toys make. They happily clap hands and move their bodies in time with the music. They enjoy story times and interact well with the childminder in choosing books to read. They also like to explore the range of puzzles available. These can be challenging for the younger children but the childminder helps by identifying the shapes. This

challenges children's reasoning and problem solving skills. All children love creative activities and produce lots of items to take home. The babies also have opportunities to explore different creative mediums. There are plenty of opportunities for physical play and exercise.

Children's observation records are well maintained. The childminder conducts a good baseline assessment on each child from the detailed information she gathers from their parents. From this, she is able to formulate planned activities to help them develop their next steps. A mixture of photographs, snapshot observations and detailed observations are in the record. The childminder plans activities for individual children as well as groups of children. Records show that children are making good progress towards the Early Learning Goals and are developing a good range of future skills.

Children eat food which is healthy and nutritious. The childminder cooks meals using fresh food daily. Plenty of fresh fruit is on offer. Parents of babies are encouraged to provide all their own food which the childminder discusses fully with them. Children are given choices about the food they eat and help select and prepare their evening meal. Children are learning about what is good for them. Children walk to and from school, and enjoy regular outings to local parks and playgrounds. They visit a number of groups which offer different physical play opportunities. Parents report that they really like the childminder's firm but kind discipline methods. The childminder uses distraction techniques to overcome any behaviour problems. This helps the children make a positive contribution to the setting as they play well together and help each other with activities. The children can easily adhere to the house rules which are simple to understand and follow. For example, they take off their outdoor shoes to help maintain the hygiene of the floors for the babies. Children maintain their own clear boundaries. All children receive regular praise and encouragement from the childminder and as a result have an enjoyable experience with the childminder.

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	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	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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