

Inspection report for early years provision

Unique reference number	EY417614
Inspection date	29/09/2011
Inspector	Mary VandePeer
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 2010. She lives with her partner and two children in West Peckham, Tonbridge, Kent. Most areas of the house are used for childminding. There is a secure garden available for outdoor play. The family has a hamster, rabbits and guinea pigs kept as pets. The childminder is registered to care for four children under eight, three of whom can be in the early years age range and only one of these may be under one. She is currently minding five children in the early years age group. The childminder is able to care for children with special education needs and/or disabilities and is supporting a child who speaks English as an additional language. She is a member of the National Childminding Association and receives support from the local authority. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is extremely well organised and has outstanding procedures in place to ensure she meets the unique and individual needs of each child in her care. The spontaneous and stimulating play opportunities the childminder provides help every child make excellent progress in the Early Years Foundation Stage. However, a review of the availability of some resources may benefit children's choice. She is especially outstanding in how she enables children with English as an additional language to learn and understand new words and skills in an exciting way. The childminder is very skilful in maintaining the continuous improvement of her setting. Overall, children's individual care and learning needs are met in an exemplary manner.

What steps need to be taken to improve provision further?

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

- consider reviewing the organisation of resources to give children increased free movement and well-spread activities

The effectiveness of leadership and management of the early years provision

The childminder provides a homely and secure environment, enabling children to play and explore the available resources safely and freely. The detailed and thorough risk assessments carried out by the childminder show how all identified

hazards are minimised. This includes information to ensure children's safety during outings. The childminder is extremely well informed and has good procedures in place to make sure she has a secure understanding of her role and responsibilities regarding child protection and safeguarding children's welfare. Parents are given high quality paperwork, providing them with details about how their children are safeguarded whilst in the care of the childminder. The childminder is totally committed towards continuous improvement in her setting ensuring the outcomes for children are always of a high standard. She has an extremely thorough self evaluation and reflective practice system which is highly effective for her needs. The childminder has an excellent awareness of her strengths and recognises areas for improvement. The childminder only recently registered but has already attended numerous additional childcare training courses and workshops. She is also taking part in a pilot course to gain a new Childcare Diploma at Level 3.

The childminder promotes the current skills and abilities of the children by engaging with parents on a regular basis. Each child has a daily contact book which contains detailed information about the child's day and their personal routines, such as food intake and sleep times. The childminder also contacts parents by phone or visits them if she feels their children would benefit from this. This is clearly very important to the parents and benefits their children greatly. Excellent partnerships with other professional organisations and carers have been given extremely good attention by the childminder. For example, links with a local Russian toddler group means that a child from Russia is given time to settle and gradually learn new routines at their own pace. Equality and diversity are promoted excellently in all aspects of the childminder's service.

The childminder organises her home with excellent consideration given to children's safety and welfare. Although she makes sure there is always sufficient stimulating play opportunities and space for children, toys and resources are not routinely well-spread for consistent choice. Children are able to explore and use both inside and freely and gain good independence abilities. The play resources are wide ranging and in good condition. Children are able to make their own choices about their play, alongside some planned activities by the childminder. She always ensures all the learning areas are covered. The childminder regularly includes walks and visits to local parks, shops and trips on buses and trains in her planning. The childminder carries out daily observations on the children, she clearly evaluates and notes the outcomes for children. The childminder shows great excitement when she discovers children achieving something new. She takes photographs or asks the children to take their own, linking this expertly with the learning areas. The childminder is competent at identifying next steps from her observations and really enjoys coming up with different and exciting ways to help the child progress and have lots of fun at the same time.

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

Children show they are extremely happy with the childminder. They obviously feel safe in her care as they laugh and share activities with her, looking to her for approval. Very young children stay close to her for a while when unknown visitors are present. Children are able to move freely around the rooms, selecting their own toys and activities. The childminder agrees that a review of how she presents the resources to children would further improve their choice and outcomes. Children have a lot of one-to-one time with the childminder when other children are sleeping or older ones are at school. This allows them to build firm and lasting relationships with the childminder and helps them to feel secure in the setting. They use an excellent range of good quality toys and activities. Children enjoy simple interactive games with the childminder where they count, learn to recognise numbers, new words and what they mean.

Children show how much they enjoy music and rhymes, listening to compact discs as well as singing about what they are doing, prompted by the childminder. They enjoy making their own music from the excellent range of musical instruments. Photographs show children being creative with paint and other art and craft resources. The childminder keeps excellent development records on each child. She also makes sure she collects comprehensive information from parents about their children's abilities and interests when they first start with her. The childminder evaluates all the areas of learning. The childminder is expert at identifying children's next steps and planning activities for them. The records clearly show that children are making excellent progress towards the Early Learning Goals and are developing excellent skills for the future.

Children are learning to copy the images displayed and are able to carry out good personal hygiene routines independently. The childminder talks to them about what is good to eat to help them grow big and strong. They regularly visit shops, such as greengrocers, to choose and buy foods for their meals. Children are able to learn about the importance of a healthy lifestyle. The childminder ensures she listens to children's views when they tell her they like or don't like certain foods or activities. She appreciates that sometimes children don't like things because they are unsure of their ability. She then devises activities to help encourage them and be proud of new skills they learn. Children have an excellent understanding of the childminder's house rules and what is expected of them. She involves them and states that a young child was keen for her to introduce hugs as a must. The childminder provides constant encouragement to children and praises children's good behaviour and achievements. This results in children learning to manage their own behaviour. The outstanding opportunities and experiences provided by the childminder result in children developing necessary and essential skills for their future learning and development.

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	2
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