

Inspection report for early years provision

Unique reference number	125985
Inspection date	04/10/2011
Inspector	Cilla Mullane

Type of setting	Childminder
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E: enquiries@ofsted.gov.uk
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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 1980. She lives with her husband. They live in a house in Ramsgate, Kent. The house is within walking distance of shops, schools and parks. The whole of the ground floor is used for childminding and there is a downstairs toilet for the children. There are steps up to the front door, and up to the back garden. The garden is fully enclosed for outside play.

The childminder is registered to mind six children at any one time, three of whom may be in the early years age group. She is currently caring for three children in the early years age group. She is also registered on the compulsory and voluntary parts of the Childcare Register, and is looking after three children in this age group.

The childminder is qualified to NVQ level 3. She attends local childminding groups and other activity groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning from their individual starting points, due to the childminder's skilful use of observations to plan experiences according to each child's needs and interests. Children's welfare is well promoted in this safe and clean home, and is supported by robust procedures. A very welcoming indoor and outdoor environment is equipped with children's favourite toys, which challenge them and hold their interest, and older children can request more from the range available. Children feel safe and secure, and enjoy plenty of warm and positive attention. The childminder's good communication skills ensure that parents are well informed about their children's care and learning. Self evaluation is used to good effect to make changes which improve practice and outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the environment to improve children's ability to choose their own toys and activities, to create and design freely, and to initiate their own play
- extend the use of observations of children's achievements, interests and learning styles in all areas of learning to track their progress across the areas of learning, and to identify any gaps in the provision for each child, and show how well they are progressing from their individual starting points.

The effectiveness of leadership and management of the early years provision

The childminder is very well organised, professional and caring. She carefully risk assesses her home and outings, and uses these well to take action to protect children. Regular attendance at child protection training means that the childminder has up to date safeguarding information to hand. She can refer to this should she have concerns about a child's care.

The childminder shows a good ability to adapt activities to the various needs of children of different ages and abilities, so all are included and take part equally. For example, pre-school children designed a card on the computer, and babies made a handprint with melted chocolate. Currently no children with special educational needs and/or disabilities attend, but the childminder has plenty of experience and knowledge in this area.

The environment is welcoming, and set out daily with good quality toys and equipment to challenge, interest and meet the needs of the children attending. Furthermore, children in the early years age group who attend school request the toys they want to play with in the afternoons. Good use is made of the outdoor area, and children can take indoor toys outside, so that it reflects the indoor environment. Although there is an excellent range of toys available for all ages, less confident or articulate children are not enabled to choose additional toys to those set out, which slightly limits their ability to initiate their own play.

The childminder uses self evaluation well to identify her strengths and areas where she would like to develop. Plans are well targeted to improve outcomes for children, for example, she would like to find out more about sensory play for babies. Parents' and children's views regarding all aspects of the provision are sought and respected. The childminder is therefore sure that she is meeting parents' needs, and early years children who attend after school are included in making decisions about their activities.

Relationships with parents are trusting and supportive, and the childminder keeps parents well informed of activities and progress, and she shares information well. Parents' comments, obtained via questionnaires, demonstrate their satisfaction with the childminding service. They feel that she is very caring and develops strong bonds with their children. They consider her to be professional and skilled at all aspects of her job. They feel reassured that their children are safe, their behaviour is managed positively, and that children are making good progress. Children in the early years age range attend school, The childminder shares her developmental records with the schools which children in the early years age range attend. This promotes continuity and progression.

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

Children make good progress in their learning. The childminder's expert knowledge of each child's interests and needs enables her to plan well for each child's development. Clear records of observations and planning show progress, but do not yet show how well children are achieving in relation to their age.

Toddlers especially love programmable toys, pressing buttons to make animal noises, pleased with the result. They show their feelings, smiling as they jig around to music. Their speech and understanding progress well; toddlers are able to follow simple instructions, such as when asked to find the toy cat. Frequent opportunities to mark make enable children to practice pre-writing skills, such as moving their fingers through spilt food on their trays. Toddlers can move around safely and freely and so become adept at negotiating steps. Their coordination develops as they throw and try to catch balls with the childminder.

Children in the early years age group come to the childminder before and after school. They are often tired after the structured time at school, and the childminder meets their needs well by noting their interests, offering them free choice, and opportunities to relax. Their care therefore complements their day at school.

Young children show that they feel safe in the childminder's care. They snuggle up on her lap for stories, and hold up their arms to be picked up. The childminder talks to them about the routine, for example, they will have dinner then daddy will come, and this helps children to feel secure. They giggle loudly as the childminder entertains them during nappy changing, showing that they feel at ease receiving personal care.

Frequent praise from the childminder makes children feel valued, and encourages them to try new experiences. Toddlers are starting to share and cooperate when the childminder models kindness, for example, passing pretend cups of tea to one another. Toddlers are already developing a positive attitude to learning and skills they will need to learn. For example, the childminder is skilled at promoting their speech and language skills. Children are inquisitive, and keen to take part and explore their surroundings.

The youngest children attempt to wipe their own hands and faces, and then try to clean each other, showing that they are starting to understand the importance of personal hygiene. Pre-school children are adept at looking after themselves, taking charge of cleaning and dressing themselves.

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	2

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

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