

Inspection report for early years provision

Unique reference number	EY427706
Inspection date	14/10/2011
Inspector	Mary Vandepeer EYI Tribal Group Ltd
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2011 and lives with her family in Gillingham, Kent. The childminder's home is close to local shops, parks, schools and pre-schools. The downstairs area of the house is used for childminding, along with the bathroom and a bedroom upstairs. There is an enclosed garden for outside play. The childminder is registered to care for a maximum of five children under eight years, of whom no more than two may be in the early years age group. She is currently caring for one child in the early years age group. The childminder is able to take and collect children from the local school and attend toddler groups. She is able to offer care to children with special educational needs and/or disabilities and also children who speak English as an additional language. The childminder receives support from the local authority and the National Childminders Association. The childminder is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder soundly promotes the learning and development of each child. Children have access to a suitable range of toys and activities, but resources to support their creative development are limited. They are cared for within safe boundaries and are well supervised at all times. The partnerships with parents contribute well to supporting children's needs. The childminder is beginning to use self-evaluation and reflective practice to identify the strengths of her provision and understands her priorities for improvement.

What steps need to be taken to improve provision further?

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

- extend the opportunities for children to explore and share their ideas and feelings, for example, through a variety of art, music, movement, dance, imaginative and role-play activities and design and technology

The effectiveness of leadership and management of the early years provision

The childminder recently registered and only started minding children a few weeks ago. Even so, her understanding of safeguarding issues is good and promoting children's welfare is a priority. Having recently attended child protection training,

she is clear about the procedure she would follow if she had any concerns about a child. She keeps a range of safeguarding information to hand to refer to. Risk assessments are thorough and are underpinned by daily safety checks to make sure the children can play and learn in safety. The childminder holds the required paediatric first aid certificate, enabling her to treat minor injuries effectively. She maintains and implements the required records and procedures to help ensure children's continued well-being. She keeps up to date with current requirements generally well and follows parents' wishes to ensure their children's needs are met. The recommendation arising from the pre-registration inspection visit has been met.

The toys and resources available are easy for children to choose and the range adequately covers all areas of learning. However, there are fewer opportunities for children to explore and share their ideas and feelings through creative, imaginative and role-play activities. Outings to local toddler groups are being undertaken by the childminder and she hopes to increase these, benefiting the children and helping to promote their social skills. Equality and diversity is starting to feature throughout the childminder's practice. The individual needs of every child and their family are addressed well and the childminder is starting to promote specific needs effectively. All children have equal access to the play and learning opportunities provided, helping them reach their potential. These include positive images of diversity that encourage all children to value the differences between people in society.

Self-evaluation is steadily developing. The childminder is reflective and has begun to use the Ofsted document to identify the strengths and priority areas for development in her provision. She has identified further courses and workshops she wants to attend to increase her personal and professional development. Through the use of observational assessment, the childminder is planning new challenges for children's learning and developing. This demonstrates a sound capacity to maintain continuous improvement. The children cared for by the childminder do not attend any other early years settings. However, the childminder shows a sound understanding of how she will develop partnerships with others over time. The childminder engages with parents very well and makes sure that they provide her with essential information regarding their children's abilities and interests. Parents are kept well informed about their children's progress and are involved in their learning and development. All information is shared verbally and through clear diary notes. Parents greatly value the service provided by the childminder. This helps children feel secure and supported between the home and childminding environments.

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

Children benefit from the childminder's warm and friendly approach to their play and learning. For example, she shows interest in their play and developing language skills; she looks at an animal book and imitates the noises the different animals make, encouraging the children to copy her. She also listens to the sounds

the children make as they play and repeats these, looking for recognisable words that children can then try and imitate. Children enjoy the age appropriate range of toys and resources on offer, which promote the areas of learning. Activities are sometimes led by children and at other times the childminder offers support.

Children enjoy problem solving, for example, as they work out which tumblers fit inside each other. The childminder makes the most of opportunities to count with children, praising them as they try to say the numbers after her. Photographs show how outdoor play and a variety of outings promote children's physical skills and knowledge of the world. As role play resources are limited, children are not always able to express themselves as creatively as they might. Observational assessment is developing well. The childminder is clear about what children can do and is planning and beginning to provide for the next steps in their learning. She has just started to keep records of their progress and observations are matched to the expectations of the early learning goals. The childminder is also starting to link these to the different areas of learning to help chart children's development and progress.

Children learn about safety issues from a very early age. For example, they are involved in practising the emergency evacuation procedure and are encouraged to use equipment safely. Children demonstrate how safe and emotionally secure they feel in the care of the childminder through the close interactions and comfortable exchanges between them. They show a clear sense of belonging and security. Children's health and wellbeing are also promoted appropriately. They enjoy healthy snacks and drinks, with parents currently supplying meals. The childminder is just finding out, with parents, different foods to try with children, providing them with the opportunity to experience new tastes and textures. The childminder encourages them to wash their hands properly at the appropriate times and to dry them on paper towels. Children who are unwell do not attend the setting. These procedures help to prevent combat the spread of infection.

Children are well behaved and respond to the childminder's input. She is very loving and kind towards them and rewards their achievements and good behaviour. Unwanted behaviour is dealt with calmly and the childminder explains simply to the children the reasons why some behaviour is not acceptable. This helps them to learn. Children are beginning to learn how to share and take turns and receive plenty of praise and encouragement. The behaviour management strategies in place clearly promote children's welfare and self-esteem. Overall, the childminder is helping the children make effective progress and develop the skills needed 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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----