

## Inspection report for early years provision

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<b>Unique reference number</b>	EY295732
<b>Inspection date</b>	12/10/2011
<b>Inspector</b>	Karen Scott

<b>Type of setting</b>	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 2004. She lives with her husband and two young children in West Malling close to schools, pre-schools, shops and parks. The whole of the home is used for childminding and there is a secure rear garden for children to play in.

The childminder is registered to care for a maximum of five children under eight years at any one time, two may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged five to 11 years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from the local schools and attends several toddler groups on a regular basis.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are making good developmental progress in a setting where their individual emotional and learning needs are met, and where they are developing strong skills for the future. Partnerships with parents are good overall, and they are happy with the care and education provided. Partnerships with other providers are developing. Self-evaluation is in the early stages but there are some systems in place to enable the childminder to reflect on practice to ensure continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- provide parents and carers with opportunities to contribute to their children's developmental folders to support their child's learning and development
- improve further the systems for reflecting on practice, identifying strengths and priorities for development to continue to improve the quality of provision for all children
- develop partnerships with other early years providers to support transition and consistency between settings.

## **The effectiveness of leadership and management of the early years provision**

Children play in a safe and secure environment. The childminder undertakes robust risk assessments, taking action to eliminate any potential risk to children. The childminder is secure in her knowledge on safeguarding children, participating in training to ensure that it is up to date. Policies and procedures are reviewed to ensure that they are relevant and inform parents and carers of the childminder's practice. Places visited are risk assessed and the childminder has good procedures in place to keep children safe when out and about.

The childminder has ensured that children play in a welcoming environment. They play in a dedicated playroom where toys and resources are easily accessible, enabling them to make choices about what they play with, and the childminder uses grants to purchase resources that children enjoy playing with. The childminder is skilled at knowing when to interact with children and when to stand back and let them lead their play. She ensures that children of all ages are able to participate in activities at levels that are suitable for them. The room is adapted to meet children's interests and they benefit from the childminder extending their learning through suggestions and questioning, for example.

Although self-evaluation is in the early stages, the childminder demonstrates a good capacity to improve overall. For example, she liaises with other childminders, sharing ideas for good practice. She participates in training that helps her to reflect on her practice. The childminder understands how to help children progress through observations and assessments. Recommendations made at the previous inspection have been addressed to ensure that children play in a safe environment. Children see a range of positive images around the home and play with toys and resources that reflect diversity. They celebrate a range of differing festivals through participating in art and craft activities, for example, and the childminder helps children to have a simple understanding of the meanings behind celebrations.

When children attend other settings delivering the Early Years Foundation Stage the childminder shares routines with them in order that they are able to work together to meet children's needs. Information is exchanged verbally but there have not been opportunities yet to share children's developmental folders in order to further promote children's learning. Parents and carers are very happy with their choice of childcare, writing letters to that effect. They are impressed with the range of activities offered and they feel that their children play in a safe and secure environment. Parents share information from the outset, such as their children's likes and dislikes enabling the childminder to meet their individual needs. Parents look at their children's developmental folders whenever they wish and they prove to be a valuable reminder of their child's time at the setting when they leave. Although parents and carers are informed verbally of any achievements their children make they have few opportunities to add their own input to the developmental folders and therefore to further share in children's learning journeys. Overall, parents and carers are very happy that their children enjoy their

time with the childminder.

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

Children readily approach the childminder for support, showing that they feel safe and secure in her company. The childminder helps them to think about their own safety when on walks in the local environment and by participating in practice evacuations of the home. Even very young children are independent users of the bathroom. They follow good hand washing routines knowing why and when they need to wash their hands and a poster helps them with this. Outside play in the garden or at the park features regularly in the routine and the childminder ensures that children understand the importance of exercise and fresh air as part of a healthy lifestyle. Children's dietary requirements are respected and children are encouraged to try a range of differing foods that promote healthy eating and to take regular drinks. Good table manners are promoted and children learn about foods that are good for them as they eat.

Children have formed strong friendships and play exceptionally well together, taking turns and sharing resources willingly. They draw others into their games and praise their own and others achievements. Children respond positively and with enthusiasm to the childminder's expectations and concentrate for extended periods of time at activities of their choosing. Artwork is displayed or taken home as children are very keen to share their creations with their families. House rules are in place and older children sign up to them, encouraging them to take responsibility for their behaviour, and children are encouraged to take responsibility for their own well-being too.

Children lead their own play, making choices about what they play with, knowing what is available and where toys are. The childminder makes written and photographic observations of children which she uses to assess developmental progress and to plan for children's next steps in learning. Consequently children are making progress through the developmental stepping stones at activities which the childminder knows they will enjoy participating in. Toys, resources and activities provide learning across all areas of development. Children see the written word displayed around the play room and enjoy looking at books with the childminder, some of which they get on their regular outings to the library. They benefit from an environment that is rich in discussion and children talk through what they are doing. Children learn mathematical concepts through play and enjoy making patterns with large circles, for example.

There are many opportunities for children to gain physical skills and they use tools competently when playing with dough, for example. They make assault courses in the garden and enjoy dancing to their favourite music. Children enjoy building with construction toys, making recognisable objects and using their imaginations to act out stories with what they have made. For example, after making boats with dough children pretend that the blue table is water and they are floating on it. Children enjoy cookery sessions and learn about the local environment when they

go for walks, and particularly enjoy visiting the ducks at the park. The environment is rich in resources that encourage imaginative play and children particularly enjoy acting out scenarios using small world toys, playing together and taking on roles. A vast range of art and craft resources are used regularly and children explore a range of textures including sand and water. Children are developing strong skills for the future. They are active and inquisitive learners who take pride in their environment, tidying up willingly. Children benefit from a setting where they are encouraged to be independent learners and are therefore prepared for their next steps in learning.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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