

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY241101    |
| <b>Inspection date</b>         | 11/10/2011  |
| <b>Inspector</b>               | Jenny Kane  |
| <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.

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## Description of the childminding

The childminder has been registered since 2003. She shares her home with her partner, two school age and two adult children on the outskirts of Deal. The childminder regularly works with another childminder and occasionally with an assistant, who are her daughters. The ground floor of the childminder's house is used for childminding. Children have access to a secure enclosed rear garden for outside play. Schools, pre-schools, toddler groups, shops and parks are within walking distance. Some schools are a short car drive away. The family has two dogs, several cats, guinea pigs and a hamster.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered on her own to care for a maximum of five children under eight years; of these, not more than three may be in the early years age range. When working with another childminder and an assistant they may care for a total of nine children under eight years; of these, not more than six may be in the early years age group, and of these, not more than three may be under one year at any one time. The childminder does not provide overnight care. There are currently 13 children on roll from one to 12 years of age; nine of these are in the early years age group. The childminder supports children with special educational needs. She holds a National Vocational Qualification at level 3 in childcare.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy close relationships with the childminder and her family. The childminder works with her co-childminder and assistant to provide a range of suitable and enjoyable play activities that help children to make satisfactory progress in their learning and development. The children's developmental records lack information to give parents a clear picture of where their children are in their learning and to help the childminder to monitor their progress successfully. Children's welfare and safety are promoted well within the childminder's home and all children are helped to feel included. Effective working relationships with parents help the childminder meet children's needs and the childminder has taken some positive steps to establish partnerships with other settings children attend. The childminder carries out some evaluation of the effectiveness of her provision and demonstrates a commitment to continuous improvement.

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

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

- develop further the observation, assessment and planning systems to cover

all areas of learning, to ensure children's achievements are recorded and that these are regularly shared with parents

- improve partnership working with other settings children attend, sharing relevant information with each other and parents to ensure effective continuity of care and progression for children's learning
- develop further the systems of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

The childminder's awareness of child protection is good. She is confident about raising concerns and has completed recent training to update her knowledge. She has produced a safeguarding policy for reference and shares it with parents, ensuring they are clear about her role and responsibilities. Adults who come into contact with the children are suitably vetted and supervised. The childminder is well organised and provides a secure, safe and relaxed environment for children. She undertakes risk assessments for all areas of her home and garden and also for outings. She plans regular fire drills to monitor the effectiveness of her emergency evacuation procedure and to familiarise children with what they should do in the event of a fire.

The childminder is committed to providing an inclusive service and knows all the children well. She has some experience of caring for children with special educational needs and/or disabilities and is confident about caring for children with a range of differing needs. Children use a range of toys and play equipment, including a limited range of resources that represent positive images of diversity. The childminder does not actively plan opportunities for children to learn to value diversity and people's differences. The childminder is working towards sustainability by encouraging projects on growing plants, saving water and recycling.

The childminder has a clear understanding of the need to work with other providers and professionals. Basic information is shared to ensure consistency of care, however, there is currently no sharing of developmental information with pre-schools or nurseries where the children also attend. Therefore the childminder cannot be sure that her provision for children's learning and development enhances the experiences they receive elsewhere. The childminder has well-established relationships with parents and carers, many of whom she has known for a long time. She has produced written information about her provision that regularly updates and uses to keep parents informed about her service. When the children first start parents share information about their child. This helps the childminders as a group to establish children's developmental starting points. However, there is currently no system to record this information to help with future monitoring of children's progress. Parents mainly receive information about their children's progress verbally; they do not routinely get to look at their children's progress records, or to contribute to them. Parents are happy with her service and make highly positive comments in their letters of reference.

The childminder's commitment to her personal development is good. She has embarked on further childcare training to enhance her existing qualifications. She is starting to look at her own abilities along with those of her co-childminder to identify strengths in the provision and areas for improvement. The recommendations made at her last inspection have been addressed fully and this has resulted in improved outcomes for children. She demonstrates the capacity to maintain continuous improvement.

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

Children clearly enjoy their time at the setting, have good attachments to the childminder and the other adults caring for them and happily explore their environment. The childminder has an sound knowledge of the Early Years Foundation Stage and the six areas of learning. However, her planning, observation and assessment systems are not effective in monitoring children's achievements and planning for the next steps in their learning. As a result children are not always sufficiently challenged by the activities and experiences to help them progress in their individual learning. Overall, children are progressing satisfactorily towards the early learning goals and are developing skills for the future.

The childminder has appropriate strategies in place to manage any unwanted behaviour. She pays children good attention, is attentive to their needs and encourages them to make choices about their activities. As a result children's behaviour is good. Children communicate clearly and approach the childminder confidently. They enjoy looking at books and have favourite stories. There is a selection of play materials for problem solving and to help them to develop mathematical awareness. They enjoy being creative and use their imaginations during role play, dressing up and music. Children get out the musical instruments out and explore the sounds they make, creating their own rhythms. They also enjoy opportunities to explore the natural garden environment, for example, looking for spiders talking about how they live in webs.

Children have good opportunities to engage in a range of physical activities on a daily basis. They enjoy walks in the local community, visit parks and often walk to pre-school. This helps their understanding of the need for fresh air and exercise. On these outings they learn about road safety and walking together. Children learn about good personal hygiene practices and how to keep themselves safe. They follow the childminder's instructions and know they must take extra care when they explore the pond area. while others talk about spiders and that they live in webs.

Children bring their own food, which is stored suitably until needed. The childminder actively encourages parents to provide healthy food. At mealtimes children sit with the adults to eat, learning to enjoy food as part of a social occasion. The childminder has a good understanding of nutrition and provides

healthy snacks and drinks throughout the day. During lunch children talk about things which happen at home. One child recalls recently going to a car wash explaining 'it was wet'. Children are developing a good understanding of healthy eating and where food comes from through shopping trips and helping to grow vegetables in the garden.

## 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

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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                                | 3 |

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

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
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### Outcomes for children in the Early Years Foundation Stage

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| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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            | 2 |
| The extent to which children make a positive contribution        | 3 |
| The extent to which children develop skills for the future       | 3 |

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## **Annex B: the Childcare Register**

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| 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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