

Inspection report for early years provision

Unique reference number	EY425649
Inspection date	19/10/2011
Inspector	Justine George
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 registered in 2011. She lives with her partner and two children aged 10 and three years in a two/three bedroom house in Hextable, Kent. Minded children have access to all areas of the home where play mainly takes place in the living room and hall way. Children use the first floor family bathroom and the main bedroom for sleeping purposes. There is an enclosed garden for outdoor play. The house is within walking distance of local bus routes. There are schools and local amenities close by. The family has a pet cat. The childminder works with her sister who is also registered as a childminder and her mother who is registered as an assistant to cover in any of the childminder's absence.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under the age of eight years at any one time, no more than two of which may be in the early years age range and of whom one may be under one year, at any time. When working with another childminder or assistant, the childminder may care for a total of four children under the age of eight years at any one time, four of which may be in the early years age range, two of whom may be under one year, at any time. There are currently three children on roll in the early years age range who attend part-time on a flexible basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and secure in the home and they have developed good relationships with the childminder. Children's needs are very well met due to the good partnerships with parents and most other professionals. Children are making good progress in their development. They participate in a good range of activities and there is a good selection of provisions for most age groups. The childminder effectively drives improvement, identifying and implementing strategies to further improve the 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 range of resources for young children to extend and stimulate their interests for example, small world play animals
- develop further partnership working with other professionals to ensure a quick response to any area of particular difficulty.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are highly effective to ensure children's welfare. All adults have had the required checks carried out to ensure their suitability in working with children. In addition, the childminder is very well organised whereby all of the required documentation is in place. As a result, the setting operates effectively and children are cared for in line with parents' wishes. There is a good range of written policies and procedures which are shared with parents. As a result, parents are fully informed of her responsibilities in caring for children. Children are protected from unvetted adults as they are supervised at all times. The premises are safe and secure whereby risk assessments identify and eliminate hazards. In the event of an accident, children are well cared for as the childminder has completed first aid training. The childminder demonstrates a clear understanding of child protection issues. She is fully aware that in the event of any concerns, referrals need to be made to support the protection of children. She also has a good range of information to refer to in the event of any concerns.

Equality and diversity is well promoted in the setting. Children's needs are very well met due to the effective partnership with parents. Good information is sought to ensure the childminder is fully informed of children's health and dietary needs. As a result, routines and care plans have been devised for each child. The childminder provides parents with a daily diary to inform them of their child's wellbeing. A display board is also in place to show photos of the activities children are involved in, the daily routine and menus. Thus parents have a good insight to their child's day. Parents speak highly of the childminder, commenting that they have 'peace of mind' in leaving their child and how the childminder has developed their child's confidence. They also value the range of activities they explore. The childminder is keen to develop effective partnership work to ensure continuity of care. For example, she liaises with other practitioners where children attend other settings to ensure effective communication. However, the childminder has not yet developed partnerships with other professionals to ensure a quick response to any area of particular difficulty.

The childminder shows dedication and a positive approach towards self improvement. In the short time she has been childminding, she is proactive in reflecting on practice to further improve the outcomes for children. She liaises with support workers within the borough to share ideas and practice issues. In addition, she is attending an observation and planning course and continues to develop ideas to improve the experiences for children. For example, the space for children has also been changed, creating a role play area and improved access to resources. However, the play resources for younger members of the group do not yet fully enhance learning. This is because most of the resources are currently for older children. The childminder is aware of this and steps are in place to redress the balance.

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

Children are safe and secure and develop a strong sense of belonging. As children are new to the setting, the childminder is focusing on developing their emotional security. This is well supported from the onset through a good settling in procedure whereby home visits are encouraged. In addition, parents also spend time with their child in the childminder's home to encourage familiarity. The childminder has developed caring relationships with children where they are confident in seeking cuddles and reassurance if required. The childminder also recognises and responds to little personality traits, for example face rubbing when children are tired. Children are taken to bed and have their special comforters to ensure their emotional wellbeing.

The childminder is very much in the early stages of planning and assessment. Through training she is developing and applying her good knowledge of how to take this forward. She regularly observes children's play and is now in the process of making more formal observations to enable her to clearly track their progress. Next steps are also identified to support children in making progress. The childminder takes photos and collects children's creations as evidence which is shared with parents and displayed. As a result of the later, children's efforts are valued, building their self-esteem and confidence.

Children enjoy and achieve and are developing good skills for the future. The childminder plans a wide range of experiences including painting, play dough and gloop. This provides great enjoyment for children, where they develop their sensory awareness and eye and hand coordination. Children very much enjoy looking at books which are easily accessed. This is because the childminder has set up a book area which children use well, developing a strong interest and a love of books. Children very much enjoy looking at the animals in the book where they name and make relevant animal sounds. Thus, they show awareness of the world around them. The childminder is confident in talking with children where she asks open ended questions to encourage thought. As a result, children are developing their language and communication skills to equip them for later life. For example, during a gloop activity, the childminder asks children what it feels like. She also encourages observation and experimentation, encouraging children to squeeze the gloop to see what happens. As a result, children develop scientific awareness of changes to substances. Children explore early technology where they enjoy push button toys which trigger lights and sounds. They enjoy the toy laptop using their finger to press keys, listening to the sounds they create.

Children's health is very well promoted in the setting. The home is clean and hygienic and there are good procedures in place to minimise the spread of infection. For example, children do not attend if unwell and children are developing good hygiene habits of hand washing at appropriate times. In addition, should children need any medication, this is fully discussed and recorded, in line with welfare requirements. Children's nutritional health is well promoted in the home. The childminder freshly cooks and prepares meals that reflect the different food groups, ensuring a balanced diet. Children enjoy healthy snacks of carrot and

bread sticks with cheese. Children benefit as the childminder works closely with parents to introduce different textures and flavours. As a result, children's taste buds are stimulated and they develop a positive attitude towards trying new foods.

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