

Inspection report for early years provision

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Inspection date	19/10/2011
Inspector	Beryl Witheridge
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.

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 has been registered since 1998. She lives with her husband and two school-aged children. They live in a house in Chatham. There are local shops, parks, schools and pre-schools within walking distance. All areas of the property are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time of whom three may be in the early years age group. She is currently minding 12 children part time of whom five are in the early years age group. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks to local schools to take and collect children. The childminder attends the local parent/toddler group. The family has a hamster.

The childminder can support children with special educational needs and/or disabilities. The childminder attends a local carer and toddler group, and a childminders group on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder promotes the unique welfare and learning needs of each child very effectively. Children are cared for within safe boundaries and are well supervised at all times, although the evacuation practices have not included every child. The partnerships with other settings are fully established and contribute well to the continuity of care for children. The partnership with parents is excellent and their views are consistently included in the evaluation process. The childminder is extremely pro-active about her training and her capacity for maintaining ongoing improvement is exceptional. She constantly uses reflective practice to identify the strengths of her setting. She is clear about areas for future development and improvement to ensure she continues to promote effective outcomes for the children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- practising the emergency evacuation routine regularly so that all children know how to protect themselves in an emergency.

The effectiveness of leadership and management of the early years provision

The childminder clearly understands her responsibility towards safeguarding the children in her care. She has undertaken recent safeguarding training to ensure her knowledge is up to date. She also keeps a range of information to hand and knows what to do in the event of a concern. The children's welfare is her priority. The thorough risk assessment of the home, resources and outings is underpinned by daily safety checks to make sure the children can play and learn in safe and secure surroundings. Children learn to keep themselves safe indoors and outside of the home although the emergency evacuation practise has not included every child. The childminder maintains all the required records, documentation, policies and procedures to fully promote children's individual welfare.

Children benefit from the childminder's positive and pro-active attitude towards training, she attends courses and workshops. She has obtained her diploma in home child care. She meets regularly with other childminders where they discuss training, relevant issues and compare new ideas and best practice. This enables her to constantly reflect and improve her practice to meet children's welfare and learning needs. She keeps up to date with current requirements and follows parents' wishes to ensure their children's needs are met. The childminder's total commitment towards improving her knowledge and practice helps to promote outstanding outcomes for the children attending.

Children have free access to the toys and resources; the range available covers all areas of learning and is appropriate to the age and stage of development of the children attending. Children are able to make choices about what they want to play with as well as having adult lead activities provided for them.

Equality and diversity are a fundamental part of the childminder's practice. The individual needs of every child and their family are acknowledged and very well addressed. The childminder promotes the specific needs of different children very effectively. Children of different ages and abilities have equal access to the play and learning opportunities provided, helping them reach their full potential. The resources include positive images of diversity and enable the children and childminder to discuss their similarities and differences; this encourages all children to value themselves and people in society.

Self-evaluation is continuous. The childminder is reflective and is clearly able to identify the strengths and weaknesses of her setting. Areas for future improvements are highlighted which will continue to improve the outcomes for all the children in her care. Parents are fully included in the evaluation process; questionnaires are regularly sent out asking them for their opinions. Their ideas are always taken into account when looking forward and planning for the future.

The childminder works extremely closely with other settings who are involved in the care of the children. She regularly exchanges her records of the children's development with them. She comments in the developmental records from the other settings to promote the integration of care and education for all children and

to ensure consistency. The partnership with parents is outstanding. Parents are kept fully informed about their children's progress and are involved in their learning and development. All information is shared verbally, through the contact book and the written developmental observations and assessments. They are able to have an input into their child's future learning. Parents speak of the childminder in the highest terms; they greatly value her and the care she provides for their children. This means that children feel incredibly secure and very well supported between the home and childminding environments.

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

The Early Years Foundation Stage is being used exceptionally well in providing children with activities to extend their learning and development. The childminder is engaged in moving the children forwards and identifying their next steps in all areas of learning. Every month she reviews what she had planned for the children and whether they have achieved all she had expected them to. She then revisits the children's developmental records and plans for the next month taking into account their individual learning needs and interests.

Children enjoy a range of exciting and challenging activities. The childminder is very skilled at extending the children's play, learning and understanding. She asks open questions and encourages the children to think for themselves. They love listening to stories; they sing and dance while they are playing. They are creative when making models with the play dough and show their thrill at the finished article. The free access to the toys, equipment and resources enables children to become independent. They are able to make choices and decisions about what they want to play with. The environment in which the children are cared for is totally child orientated. There are many brightly coloured and educational pictures and posters all around the room. Their work is proudly displayed throughout the premises. There are photographs of them taking part in activities and enjoying themselves, from the time they first started, on the cupboard doors. Children love to look at them and point out their friends and themselves.

Children are learning about the importance of personal hygiene routines. The childminder and a child have a long discussion about the towels they use at her house and the ones used at home. The childminder explains that they use paper towels with her so they don't pass their germs to each other. Outdoor play includes regular daily walks, trips to local parks and places of local interest such as the library, the local farm and the seaside. These promote their physical development, their interest in the local environment and the world around them. Children are learning about how to care for other living creatures as they help the childminder to care for the pet hamster. They learn to mix with other adults and children in a safe environment when they visit baby bounce and the childminding group. These trips are all planned in advance and risk assessments are carried out.

Children have taken an interest in growing and picking their own food. They are able to care for and nurture the plants and enjoy eating them as part of their

healthy eating routine. Children's dietary requirements are taken into account and they are provided with meals and snacks which are all produced using fresh ingredients.

The positive reinforcement of children's achievements through praise and encouragement helps them to feel good about themselves and their abilities. Children are expected to respect and care for each other; this is reflected in the high standard of their behaviour. They share easily and work well when they are playing with jigsaws puzzles, the cars and the garage. They love hiding in large cardboard boxes; taking it in turns to use the torch because it is dark inside the box. The childminder is an excellent role model and leads by example. The relationship between the children and the childminder is one of closeness, caring, affection and respect. They feel very safe with her. The children enjoy the time and experience they have while in her care and this is fully reflected in the way they respond to her.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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