

Inspection report for early years provision

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Inspection date	24/10/2011
Inspector	Jan White
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 was registered in 2003. She lives with her husband, her mother and one adult child in Northfleet, Gravesend, Kent. All areas of the property are used for childminding and there is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has one dog and a rabbit.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently caring for four children in this age group on a part-time basis. She also offers care to children aged over eight years to 11 years. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of each child's individual needs and effectively promotes their well-being. Overall, most areas of their welfare and learning are promoted well. Children display signs of being secure. They enjoy learning about the wider world as well as their local area. The childminder uses self-evaluation to maintain her continuous development and potential future improvements. This supports the needs of children and parents. The childminder is dedicated and has excellent partnerships with parents and outside agencies. This is a key strength and contributes significantly to making certain that all children get any additional support they need. The childminder is motivated and committed to providing good quality care for children and updates her skills and knowledge through regular training.

What steps need to be taken to improve provision further?

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

- improve the system to make sure the essential records of minded children are accessible when on outings in case of emergency
- strengthen the system to record the initial assessment in order to make future planning more relevant for every child.

The effectiveness of leadership and management of the early years provision

The childminder's competent knowledge of how she safeguards children makes sure that the welfare of every child is effectively promoted. She has access to a good range of information relating to child protection issues should she have any concerns about a child. The childminder has a current first aid certificate so that children receive appropriate treatment following an injury. There is an accessible first aid box in the home and supplies are taken on outings. Nevertheless, in the event of an emergency children's essential information is not always readily available when outside the home. The childminder is well-organised and conducts risk assessments within the home, garden and for outings. She has put into practice a system to prevent children sharing towels and flannels. Children are happy to attend and older children describe how they discuss with the childminder aspects to keep themselves safe, such as stranger danger. They play and learn together within safe boundaries. This means that the childminder promotes and supports children's safety through daily routines.

The childminder has an effective understanding of her role. She has completed a hardcopy of her self-evaluation form and takes a critical look at her practice, for example, by reflecting on what she has achieved or highlighting areas for continuous improvement.

The childminder provides parents with copies of her policies, such as the procedure for complaints. She has obtained from parents all the relevant written permissions, for instance to seek emergency medical treatment or advice and to transport children in a vehicle. The childminder has developed excellent partnerships with the parents and other agencies. She is committed and describes how she uses her contact books to keep both parents and other settings informed of the child's progress to benefit the children's future development. Parents comment that they know their children are safe and benefit from being in a creative environment. They are extremely impressed and more than satisfied with the care and level of communication between themselves and the childminder.

Equality and diversity is promoted within the childminder's practice. Every child is valued as an individual and treated with equal concern. This is embedded in her everyday practice. She has a good range of resources and involves the parents to consistently promote the child's individual background. For example, she obtains many basic words in the child's home language. The childminder actively supports each family according to their specific needs and circumstances. As a result, no child is disadvantaged. Resources are deployed successfully to meet the needs of children. The childminder enables children to choose their preferred activities and involves them in routine experiences, such as setting up and tidying away. For example, older children help to wash the paint off the table when they have completed their Halloween pictures. The good provision of toys meets children's individual needs to promote the progress that children make. The childminder attends a range of courses to promote her knowledge and understanding of current childcare practices. She is actively taking steps to make sure resources and

the environment is sustainable.

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

Children demonstrate a close relationship with the childminder and enjoy being with her. They are secure, comfortable and settled. Children's creativity is fostered and their art work is valued. All children respond well to the childminder's input as she organises the art and craft activities. The older children are excited as they use potato prints for their Halloween pictures. Craft activities are adapted for younger children as they are given chunky crayons to make marks on the paper. Art and craft activities are often linked to the planning and topic themes. Children's welfare and learning is effectively supported through the childminder's competent understanding of the Early Years Foundation Stage requirements. They make good progress because the childminder continues to build on each child's current interests and abilities in partnership with parents and other settings. Observations of children are recorded and linked to the early learning goals. The next stage of their development and learning is identified and recorded in the child's learning profile. This supports each child and enables them to move forward effectively in their learning and development. Nevertheless, the childminder has not yet fully established a system for the children's initial assessment in order to make future planning more relevant. Children are provided with a good range of toys and experiences to cover all areas of learning. Most resources are organised in a play room and stored in containers, although some resources are not labelled with pictures to aid young children's self-help skills.

Children develop a feeling of security and the childminder is aware of every child's daily routine. Younger children seek comfort as they snuggle into the childminder and she is familiar with their signs of tiredness. The childminder continually offers cuddles and reassurance and talks to the children, explaining what she is doing. Children have a place for their coats and shoes, which develops their sense of belonging. There is a good range of stimulating interactive toys and resources to promote the sensory needs of babies.

All children are encouraged to develop good social and communication skills, and a positive awareness of diversity. They have opportunities to extend their knowledge of the world around them. The childminder asks imaginative questions which encourage children as they develop communication and problem-solving skills, as well as confidence and independence. Children have daily opportunities to be outside in the fresh air and they are encouraged to be active. They have a good understanding of keeping themselves safe. Children describe the procedure for the fire evacuation drill and how to safely cross the road. Subsequently, this supports children's understanding of how to keep themselves safe when out walking and the practice for an emergency.

Children's understanding about concepts that help them to become aware of environmental issues is actively supported. Older children explain the importance of recycling waste products and describe how they also use some of these

materials in their junk modelling. Basic house rules are discussed with the children. This means that they develop an understanding of what is acceptable behaviour. Children clearly explain the importance of washing germs off their hands and use individual towels to dry them. Children know what foods are good for them, such as fruit and vegetables. They are able to freely access the fruit bowl throughout the day. As a result, this contributes to developing children's understanding of a healthy lifestyle and promotes their future well-being.

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	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	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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