

## Inspection report for early years provision

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<b>Unique reference number</b>	160773
<b>Inspection date</b>	26/10/2011
<b>Inspector</b>	Jan White
<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 was registered in 2001. She lives with her husband and three school aged children in Gillingham Kent. All areas of the property are used for childminding and there is an 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 cat and a rabbit.

The childminder is registered to care for a maximum of six 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 one child in this age group. 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 children's individual requirements. Children benefit from positive images of the world around them, and show signs of feeling safe and secure. Overall, most systems are in place to promote children's learning and well-being. Children make consistent progress towards the early learning goals because the childminder offers a good range of activities and experiences. The childminder has a good partnership with parents ensuring that the needs of all children are consistently met. She describes the procedure to build links with outside agencies. The childminder has a good capacity for self-evaluation. She understands her strengths and areas for future improvement. 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:

- develop a system to make sure children's essential records are assessable when on outings in case of emergency
- develop systems to use children's starting points in the initial assessment to make future planning more relevant for every child.

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

The childminder has a competent knowledge and understanding of safeguarding children. She actively promotes their care and well-being through effective

safeguarding procedures. The childminder has a safeguarding child protection policy and describes the process for allegations of abuse made against her. She is aware of the action she should have any concerns about a child. The childminder holds a first aid certificate. This means that children benefit from appropriate care following an injury. A first aid box is available within the home and some supplies are taken on outings. Nevertheless, children's essential records are not assessable when on outings in the event of an emergency. The childminder carries out risk assessments within the home environment and fire drills are regularly practised with the children. There are comprehensive risk assessments for the home and garden, although details of how children are kept safe on outings or trips are not recorded.

The childminder has a good understanding of equal opportunities. Children are encouraged to develop a positive awareness of diversity. Their understanding of equal opportunities through the daily activities is promoted. The provision of toys, resources and equipment is good and organised effectively to meet children's individual needs. This means that the childminder promotes and encourages the progress that children make. Resources are deployed effectively to meet the needs of children. The childminder attends a range of courses to promote her understanding of current child-care practices. She is committed and motivated to develop and improve her practice in order to benefit the children. The childminder has implemented a system to record children's daily attendance including their time of arrival and departure. She is taking good steps to make sure resources and the environment is sustainable. The childminder involves children in routine experiences and they are encouraged to help set up or tidying away. Children are supported as they select their preferred activities.

The childminder encourages children's independence, their abilities and skills in partnership with the parents. She describes the process to foster links with other agencies or settings. The partnership with parents is good and the childminder promotes the current skills and abilities of each child in collaboration with them. She seeks the views and opinions of parents. Parents feel that the children are regularly taken to parks or activity centres as well as using the garden for numerous outdoor activities which the children thoroughly enjoy. They also comment that children are provided with many activities in the home, including art and craft. The space and resources are used well to maximize children's learning potential. The suitable furniture and equipment meet the needs of children of all ages and stages of development. The childminder has a competent understanding of how to evaluate her service. She is developing systems to reflect and analyse her practice through self-evaluation. She has a good capacity to maintain her continuous improvement and makes a note of her potential future development.

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

Children have daily opportunities to be outside as they freely access the garden and use challenging equipment safely. Through this they develop their large muscles. The childminder discusses and explains how children use local parks and

places of interest to develop physical activities for robust play. Children have many occasions to be active or to take part in quieter activities. This means that children consistently develop an understanding about the importance of rest and exercise to maintain a healthy lifestyle. Children's safety and hygiene practices are effectively promoted. The importance of hand washing is actively encouraged as the childminder leads by example. The childminder describes the procedure they follow for crossing roads and how the children practice the emergency escape plan. Children's observations are successfully linked to the area of learning and in most areas highlight the next stage of their progress. The childminder has a good knowledge of the Early Years Foundation Stage requirements and her competent understanding of children's welfare successfully supports their progress and development. Parents provide details about the child's starting points. However, this information is not always used in the child's initial assessment to make future plans relevant for their ongoing learning and development. In addition, parents discuss with the childminder aspects of what the children have achieved at home, although sometimes this is not always used in the future planning.

Children have access to a range of good quality equipment and the planning of activities cover all areas of learning. These experiences encourage children as they make good progress. Children display signs of feeling safe and seek comfort from the childminder. They respond well to the childminder's input as they build the train track and as she encourages them to role-play. The childminder asks questions which enable children to think for themselves and to develop communication and confidence. Children are offered clear explanations, reassurance and cuddles to promote their sense of security. Children's creativity is successfully fostered and their art work is valued. Displays of their finished work and photos of them taking part in activities help to remind children of past events. The activities are well organised and makes sure that the plans meet the individual needs of every child. There are many posters reflecting differing cultures and the house rules are displayed with words and pictures. This means that children have daily opportunities to see positive images of equality and they develop an understanding of what is acceptable behaviour.

Children engage in many problem-solving activities. For example, building the train track or as they work out how to rub out the chalk marks on the board. All children are encouraged to develop good social and communication skills, and a positive awareness of diversity. As a result, children have challenging experiences and routines which contribute in promoting their understanding of the necessary skills for their future learning and development. Children have many opportunities to select their own resources from the easily accessible and well-organised storage containers. These toys are effectively labelled with words and pictures as they encourage children's self help skills. Children grow their own plants and eat the produce, such as strawberries. This means that they gain an understanding of nature and how plants grow. Children's understanding of the importance of recycling to reduce everyone's carbon footprint is actively promoted. They are encouraged to reuse waste products in their art and craft creations. This means that children's understanding about aspects of environmental issues is successfully promoted.

## 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	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

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