

Inspection report for early years provision

Unique reference number	126918
Inspection date	31/10/2011
Inspector	Rebecca Hurst
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 registered in 1986. She lives in a house in Dartford, Kent. The whole of the ground floor of the childminder's house is used for minding and one first floor room is used as a computer room. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for no more than six children under eight years; of these, not more than four may be in the early years age group at any one time. There are currently 10 children on roll, and of these five are in the early years age range. The childminder walks to local schools to take and collect children. The childminder supports children with special educational needs and/or disabilities. She is a member of an approved childminding network and children aged three and four years are funded for free early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy, settled and thriving because the childminder creates a highly stimulating, safe and secure environment. Children are valued and individually supported to make the most of their abilities, making excellent overall progress. The childminder is constantly evaluating the activities and experiences offered. She continually seeks to improve the learning opportunities provided, working towards the best possible outcomes for all children. As a result, the childminder demonstrates a high capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- building on existing outstanding practice by make highly effective use of any newly acquired knowledge gained through training opportunities to further enhance outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are thoroughly protected from harm and neglect as the childminder has extensive knowledge and understanding of how to safeguard children very effectively. Children are kept safe and secure as the childminder completes clear, concise and comprehensive risk assessments for both the setting and for outings. Meticulous documentation helps to ensure children are effectively and efficiently safeguarded, with relevant information shared with parents in confidence. The

childminder's concise policies and procedures ensure parents are fully informed about all aspects of the provision. This greatly enhances the children's overall safety, health and welfare.

The childminder's imaginative use of resources clearly attributes to the children's excellent progress in their learning and development. The childminder uses a photograph album showing the resources that are not able to fit into the home so the children are able to fully enhance their independence skills through self-selection. Children's individual needs are clearly nurtured through obvious differentiation included in each of the activities. This enables the more and less able children to make excellent progress with their learning and development. The childminder's excellent knowledge and understanding of the children's different cultures and backgrounds enables all children to learn about an excellent range of festivals and celebrations from around the world.

The childminder's highly effective self-evaluation system includes the views of parents and children. She takes account of their opinions and uses this information to inform the care and activities she provides. This system greatly enhances the provision, demonstrating the childminder responds to their suggestions in a very positive manner. The childminder continually enhances her extensive knowledge in different ways, such as by attending various training courses; although she does not always use her newly acquired learning fully effectively to further enhance the outcomes for children.

The childminder establishes excellent communications with parents and the other agencies that are involved with the children. She liaises well with other agencies to ensure there is continuity of care and learning for the children being looked after. The childminder shares her observations with the other settings and contributes to children's individual education plans. The childminder works professionally and enthusiastically with the parents to ensure a shared approach to meeting children's individual needs works very effectively. The childminder shares detailed daily feedback with all of the parents so they are kept fully informed with children's learning and development and their social wellbeing. This all greatly enhances the children's welfare.

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

Children show that they feel incredibly safe and secure as they confidently play and explore the learning environment. Children happily explore and experiment, using an excellent range of different materials and resources which help them to practise and acquire new skills. Children receive plenty of attention as the childminder listens and responds to them during activities. Children show they feel safe, readily approaching the childminder if they need help or a cuddle. Given the children's ages and stages of development they are very well behaved.

The children work with the childminder to help risk assess their activities. This enables children to learn about how to keep themselves safe. Children participate

in well planned fire drills, learning what to do in the event of an emergency. Children's health and well-being are greatly enhanced through well thought-out menus and exercise routines. The older children play an active role in planning the menus they wish to have on a weekly basis. The children go shopping with the childminder to buy the ingredients to make their own meals. This leads to discussions about where food comes from and how to make meals. Children thrive because the childminder provides healthy and nutritious meals. Excellent procedures enable children to learn good hygiene practices that protect children from cross infection.

The childminder keeps comprehensive written observations of the children's attainments, interests and learning styles. These detailed records include photographic evidence, giving parents and carers very clear, visual images of their children's experiences. Children are clearly making excellent progress from their starting points. All planning is adapted to suit the individual needs of each child. The childminder is highly skilled in using open-ended questioning to enhance learning; consequently all children attain very well. Children develop excellent skills for the future. They use a wide range of learning resources, such as pre-programmable toys and a varied selection of books. This greatly enhances the children's learning in all areas.

Children enjoy playing with stacking cups and work out how to stack them in the correct order. Children thoroughly enjoy snuggling up with the childminder to read stories. Children of all ages enjoy story time because the childminder adapts stories to take account of their various stages of development. Overall, children clearly demonstrate they are thriving and are making significant gains in their learning through the childminder's exceptional support.

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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