

Inspection report for early years provision

Unique reference number	EY427575
Inspection date	21/10/2011
Inspector	Linda Coccia
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 has been registered since 2011.

She lives with her partner and child in the village of Kingsdown, near Deal, Kent. The whole of the ground floor flat is used for childminding purposes. Children have access to a large garden for supervised outside play.

The childminder is registered to care for no more than five children aged under eight years at any one time, of whom no more than two may be in the early years age range, and of these no more than one may be under one year of age at any one time. The childminder is currently looking after three children of whom two are within the early years age group. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder is also registered to work with an assistant.

The childminder drives to local schools and pre-schools to take and collect children. The childminder regularly attends local toddler groups and her local Sure Start Centre. She walks and drives to local shops and parks. The family has a pet rabbit and a small pet dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and welcoming environment for children, making good use of the play areas in her home, allowing children to move around freely to explore. Children experience a good range of activities that promote their all-round learning and development. The childminder meets the individual needs of the children working successfully in partnership with their parents to ensure consistency of care. Some positive steps are taken to involve parents in their children's learning and in the organisation and self-evaluation of the provision. The childminder demonstrates a strong commitment to maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the partnership with parents so they understand and contribute to the policies in the setting.

The effectiveness of leadership and management of the early years provision

The childminder takes positive steps to safeguard children's welfare and safety. She understands her role in child protection and knows what to do if she has concerns about a child's well-being. She ensures that all adults living on the premises and working with the children hold current Criminal Record Bureau checks. Her assistant has also completed a paediatric first aid course to help her to further promote children's good health. Both the childminder and each set of parents carry cards which identify where minded children are being cared for in case of an emergency. The childminder maintains documentation for the safe and efficient management of her provision generally well. She has developed a set of written policies and procedures to share with parents so that they are fully aware of her role and responsibilities. She has not, however, considered the benefits of working with parents to review the policies and procedures, to involve them more fully in the organisation of the provision and to assess the effectiveness of them.

The childminder has made a number of improvements to her service since becoming registered, using self-evaluation and input from parents to reflect on her practice. For example she has made a pictorial house rules poster which is displayed at child height near the entrance. She has considered the ages of the children looking at it and therefore it is very easy to understand. This means that all children can begin to understand about safety issues. She has also increased the range of toys and activities for children. The play areas within the childminder's home are well used by the children who are able to move freely between the different play areas, selecting their own toys and equipment. Children have benefitted from the childminder's introduction of new activities and resources.

The childminder has a good understanding of equality and diversity issues and knows each child's individual backgrounds and needs very well. Her toys and books contain positive images of race, culture and disability. Children accompany the childminder to a variety of different venues which contribute to their knowledge of their local communities. The childminder has made good links with a variety of outside agencies, primarily through her local children's centres which she visits regularly with the children. She is able to access different services for children and information for their parents. Children are well supported in all areas of their lives. The childminder has good working relationships with parents which result in consistency of care for the children. Parents report that they are fully consulted about all aspects of their children's care and their wishes are respected. [

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

Children have a good time with the childminder. They are developing close relationships with her. This can be seen as they approach her for a chat in baby babble, to show her what they are doing or simply to receive a cuddle. Each child

is valued and they have their own individual boxes for their comforters and personal belongings that they can use when they want. Children show they feel safe in the setting through their body language and dispositions.

The children use the play spaces and toys well. The childminder's routines are very flexible which means that children are given time to play and explore the activities. Children hoot with laughter as they join in the pop up game which helps them learn about body parts. They love to listen to the childminder's assistant play his guitar and copy him using the toy ones. All of the children enjoy musical games and help themselves to the box of instruments. Children choose favourite books for the childminder to read. They happily point at the pictures and help turn the pages. They use a variety of creative mediums such as paint and malleable dough regularly. Some of the children's pictures are kept and displayed on the wall or put into their progress records. The wide range of construction bricks and puzzles help children develop their problem solving and reasoning skills. The good range of role play equipment allows children to act out their experiences, such as, caring for their dolls or making cups of tea. The use of good quality toys and a wide variety of activities mean that children are fully engaged in their play both indoors and in the large garden.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She carries out an assessment of each child's abilities when they first start. She uses information supplied by parents and her own observations. She plans activities which help children progress at their own individual pace and which cater for each child's individual interests. For example, one child particularly likes to do practical tasks that require concentration and skills using their hands so the childminder made lacing cards for the children to use. Each child has a progress record that contains photographs of their engagement in a variety of activities, together with written descriptions clearly indicating the learning achievements gained during each activity. These records show that children are making good progress towards the early learning goals and are gaining skills that will help their future development. Children learn about healthy eating and lifestyles. They are provided with food which is healthy and nutritious and the childminder discusses the contents of lunch boxes with parents to promote healthy eating and balanced diets. The children eat together at a table enjoying the social occasion. The children help to grow vegetables and fruit in the garden and play games in which they select healthy food options. They have plenty of opportunity for physical play at the park and in the woods that they visit regularly. Children learn about social behaviour because the childminder gently reminds them about sharing and taking turns. The children play well together with only the occasional disagreement about toys. They know that they have to use the toys appropriately. For example, they know not to throw toys in case they hurt another child. All children receive regular praise and encouragement from the childminder and as a result have an enjoyable experience with 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?	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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