

Inspection report for early years provision

Unique reference number	EY366954
Inspection date	01/11/2011
Inspector	Cilla Mullane

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 2008. She lives with her husband and two children in Broadstairs, Kent. The whole ground floor of the childminder's house is used for childminding. There is a fully enclosed garden for outside play. The main bathroom is upstairs, but there is a separate toilet outside the back door.

The childminder is registered on the Early Years Register. She is registered to care for a maximum of five children under eight at any one time, two of whom may be in the early years age group. She is currently minding five children in this age group. She is also registered on the compulsory and voluntary parts of the Childcare Register, and cares of three children in this age range.

The childminder walks to local schools to take and collect children. The childminder attends local carer and toddler groups.

The family has a cat and various small pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress and enjoy learning through play. This is because the childminder is aware of each child's interests and abilities. She plans well to meet their individual needs. The childminder has a good understanding of how to promote children's welfare. Most policies and procedures are robust, showing that she gives a high priority to children's safety and well-being. Children feel safe and secure in the childminder's care. They are confident to explore, and they develop trusting relationships. The environment is welcoming for children. The childminder sets out a range of their favourite toys and equipment, but not all resources are available for self-selection. Parents' views are respected, and the childminder shares information with them well. The childminder has made many improvements to her provision since the last inspection. She continues to find ways to develop the service she provides, showing a good ability to maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- request parents' written permission to seek future emergency medical advice or treatment. 29/11/2011

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

- develop the environment to improve children's ability to choose their own toys and activities, and initiate their own play.

The effectiveness of leadership and management of the early years provision

Children are well protected by the childminder, who has a good understanding of keeping them safe and secure. Her well thought through policies and procedures, and careful risk assessments show that she has a clear understanding of the importance of safeguarding children.

The childminding service is inclusive. The childminder seeks information about children's family backgrounds, culture, their interests and dislikes. This is so that she can care for them sensitively and as individuals. Her special interest in children's speech and communication skills and development, enables her to give good support children and families who speak English as an additional language.

The childminder is very proactive in keeping herself informed and up-to-date with training and childcare issues. She has updated her safeguarding training, and has a special interest in children's speech and language development. She has found a wealth of information on the internet to support and develop her practice.

The environment is inviting and welcoming for young children. The childminder knows their favourite toys, and ensures these are available. Babies enjoy a good range of baby toys, including musical toys which fascinate them. Toddlers and pre-school children can ask for more resources from the drawers. However, children who are new to the setting, and less confident or articulate children have a slightly limited ability to make spontaneous choices and initiate their own play.

The childminder has taken steps to review her practice and develop various aspects of the provision in order to improve outcomes for children. For example, she has improved children's ability to move around safely and make the most of their environment by regulating the heating system, and erecting a play house in the garden.

Parents share a good range of clearly presented and detailed information about the childminding provision. Consequently, they are well informed. Furthermore, notes in contact books give a lovely insight into children's time with the childminder. Parents' views are actively sought via questionnaires, and demonstrate their great satisfaction with the childminding service. They feel that the childminder communicates well, and keeps them informed. They value her professional attitude and caring nature. They state that their children develop well emotionally and socially. Children are generally cared for according to parents' wishes. For example, the childminder seeks their permission to take children on day trips, and respects their wishes for where they want their children to sleep. However, she does not request their permission to seek emergency medical treatment. This is a breach of the requirements of the Early Years Foundation Stage. Some of the children attend other early years settings, such as nurseries

and reception classes. The childminder maintains very good links with these. She spends time in the settings, ensuring a consistent and cohesive approach to children's learning and development.

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

Children's progress in all areas of learning is good. The childminder responds to their interests, so they enjoy their play and learning. She observes children as they play. She presents these observations well with photographic evidence in their learning journeys. These enable her to plan the next steps in children's learning, show progress and informing parents of achievements.

Babies are starting to communicate well. They are very vocal, conveying emotions and indicating their needs. The childminder interacts with them well, mimicking and responding to their early communication skills. They make good progress with their physical skills. They crawl after balls as they roll away, and gain confidence standing and walking when supported by the childminder. They are already showing a positive attitude to learning skills which will help them in the future. They explore their surroundings. They repeatedly push buttons on musical toys to hear the effect, and examine toys to try to work out how they work.

Babies show that they feel safe in the childminder's care. They are very content to be held to take their bottle. They move away from the childminder to explore their surroundings, knowing she is nearby. The childminder is extremely vigilant, quickly removing potential hazards as babies try to pull themselves up on the furniture. They can therefore practise new physical skills in complete safety. She ensures that she discusses babies' routines with their parents, and adheres to these, so babies feel secure. Older children practise their road safety skills during local outings on foot, and are therefore starting to behave safely. They think about other aspects of their personal safety when the childminder reads books with them for example, about stranger danger.

Children behave well according to their age. This is because the childminder enables them to negotiate in order to sort out their arguments. Therefore, they share and take turns willingly. The childminder provides frequent praise and encouragement so that children are really proud of their achievements.

Babies confidently convey their physical needs to the childminder, trusting her to respond. Their body language shows that their physical needs are very well met. They are content to fall asleep in the childminder's arms, and indicate keenly when they are hungry and thirsty.

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

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