

Inspection report for early years provision

Unique reference number	EY358943
Inspection date	14/05/2011
Inspector	Karen Scott
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2007.

She lives with her husband and two school aged children in Faversham, close to shops, parks, schools and pre-schools. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has a dog, two tortoises and some pond fish.

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 minding three children in the early years age group on a part-time basis. She also offers care to children older children aged up to 11 years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder drives to local schools to take and collect children and attends several toddler groups on a regular basis. She is qualified to National Vocational Level 3 and is a member of an approved childminding network. The childminder is currently in receipt of funding for the provision of free early education to children aged three and four.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children benefit highly from playing in an inclusive environment where the childminder works very closely with parents and carers to ensure that their individual needs are met. Children are flourishing as they participate in high quality experiences with excellent support from the childminder who expands their learning and follows their lead when planning. The capacity for continuous improvement is high. The childminder regularly evaluates her practice and values the views and opinions of all those who use her service as she strives to think of how to improve on the already excellent outcomes for children.

What steps need to be taken to improve provision further?

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

- developing further the evaluation process to help identify more specific areas for improvement.

The effectiveness of leadership and management of the early years provision

The childminder has an exceptionally high regard to the safety and welfare of the children that she is caring for. Children play in a safe and secure environment where the childminder takes action to identify and minimise risks to them, alongside helping them to recognise dangers and to keep themselves safe. Regularly updating her knowledge on safeguarding helps the childminder in her excellent understanding of the child protection matters. Before taking children on outings the childminder carries out comprehensive risk assessments of where they are going and implements effective safety precautions to further promote children's safety.

Children play in a dedicated playroom with free access to the garden, allowing them to make choices about playing in or outdoors. The outside area is an extension of the indoor learning environment and children are also able to spread their play into the sitting room, enabling expansion on activities that they are participating in. Toys and resources are in very good condition, clearly labelled and stored so that children can easily reach them. The childminder regularly updates resources to reflect the interests and needs of the children she is caring for and regular use of a toy library and sharing resources with other childminders helps her to expand on children's play opportunities and learning. Children benefit from positive interaction from the childminder who guides and supports their learning through play impressively. The childminder draws children's attention to the outcomes of what they are doing, builds on their knowledge and celebrates their achievements with them.

The childminder offers an evolving service and evaluates her practice, valuing the views and opinions of parents and carers. Ideas for improvement are based on improving outcomes for children and action for improvement taken greatly benefits the children. For example, the role play area now contains real resources and the childminder is now thinking of how to further improve use of the role play area while also acknowledging how it meets the needs of the children that she is currently minding. The childminder continuously expands on her knowledge through regular training, reading and liaising with other early years professionals, sharing ideas for good practice. Self evaluation shows that the childminder clearly knows her strengths and has some good ideas for further development.

Through excellent engagement with parents and carers the childminder has exceptional knowledge of each child's backgrounds and needs, enabling her to offer individual care. Children see positive images displayed and the childminder helps them to learn about others by discussing diversity, answering any questions they have to aid their understanding of people's differences. They also participate in a range of cultural celebrations. When children attend other settings that also deliver the Early Years Foundation Stage the childminder works closely with them, sharing records of achievements, to ensure that together they meet children's needs. The childminder liaises closely with schools children attend, easing transition. Parents and carers are very well informed about the childminder's practice. Regular newsletters keep them updated and the childminder ensures that

they are given an overview of future activity plans so they are able to continue learning at home. Children's developmental folders are always available and records of achievements are shared with parents and carers. They add their own input, discussing areas for development and how to work together to help children reach their developmental targets. The childminder works very closely with parents and carers to promote consistency in behaviour management, agreeing clear strategies to support children as necessary. Overall parents and carers are very pleased with the service they receive, saying that it is of an exceptionally high standard.

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

Children show a very strong sense of feeling safe and secure with the childminder, readily approaching her for support and guidance, sharing things of importance with her. They show an exceptional understanding of how to keep themselves safe. For example, a child carries a pair of scissors correctly, explaining why they do so, and also explains clearly why small toys should not be put in mouths. Visits to police and fire stations and guidance about road safety help children to build on their safety knowledge. Children are learning the importance of a healthy lifestyle. There are regular opportunities for them to engage in physical exercise in the garden, at the park and the play gym, gaining an excellent understanding of the importance of exercise. Meals and snacks are healthy and nutritious and children are encouraged to try new and unusual foods. Visits to the farm shop and the many cooking activities they do help children to build on their knowledge about healthy foods. Their outstanding knowledge of the benefits of healthy lifestyles is reflected in their role play and discussions. Children know why they wash their hands before eating and are encouraged to take charge of their own well-being, being independent users of the bathroom.

Children's artwork is displayed prominently, making them feel that what they have created is valued, and children are keen to share it with their families, showing pride in their creations. Children enjoy looking at photographs of their activities displayed at their eye level and like to recall past events with their friends, looking at the photographs in great detail. Children have an extremely positive attitude to learning. They willingly participate in adult-led activities but also enjoy child-led ones. They display exceptionally high levels of concentration and self-esteem, playing very well with each other, taking turns and sharing.

Children benefit from attending a child-focused environment where the childminder is led by their individual needs. The childminder makes written and photographic observations of children which are placed in individual folders. These give a very clear picture of the diverse range of activities they participate in and the excellent progress they are each making towards the early learning goals of each area of learning. The childminder uses the observations that she makes to assess children's development and to make plans for their next steps in learning. Activity plans are implemented flexibly to accommodate children's ever evolving interests and needs. Children are developing strong skills for the future. They are actively

encouraged to be independent, undertake self help skills, and gain social skills as they play together. They also attend many groups which help to further develop their social skills.

Children play in an environment that is rich in discussion and language, where the childminder asks questions and introduces new words. As a result children show excellent levels of comprehension and vocabulary. A range of books is easily accessible and children enjoy sitting on cushions, sharing their favourite stories and then acting as characters from them. Counting and mathematical language is introduced to children throughout the day at levels that are appropriate to their ages and stages of development. Children particularly enjoy the role play area where they take on roles and act out experiences that are familiar to them. They also use the area to expand on their learning. For example, they use real resources, pretending to make soup, clearly explaining the process. Small world toys and dressing up clothes are also used very imaginatively by children. When participating in art and craft activities children are given guidance and support but are also encouraged to use their imaginations to create individual pieces of work. As well as physical exercise outdoors children also enjoy music and movement. They are competent users of tools when participating in cookery sessions and when playing with dough, for example. Writing materials are easily accessible and when writing names on children's work the childminder draws their attention to what she is doing, helping their name recognition. Children benefit from walks in the local area to collect things for their nature display, outings on public transport, visits to the library and places of interest, build on their knowledge and understanding of the world. They show an interest in the weather, telling the childminder about it and enjoy planting seeds in the garden. Overall children are making excellent progress as they learn through play in an environment that is tailored to their individual needs.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----