

Inspection report for early years provision

Unique reference number	EY337292
Inspection date	08/11/2011
Inspector	Chris Hodge
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 2006. She lives with her husband and their two young children aged six and two years, in a three bedroom house, in New Ash Green, in Kent. The whole of the ground floor is used for childminding purposes and there is fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register, to care for a maximum of four children under eight years. Of these, not more than two may be in the early years age group at any one time. The childminder is currently caring for two children in the early years age group, both of whom are part-time. She attends local toddler groups and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a caring, safe and stimulating environment in which children are happy and feel very much at home. Well established partnerships with parents and other early years professionals ensure that the childminder is able to effectively meet children's individual needs and to provide continuity in their care and learning. As a result children make good overall progress towards the early learning goals. Comprehensive written policies and procedural documentation underpin all areas of the childminder's good practice. The childminder is committed to continually improving outcomes for children through self-evaluation, attending training and meeting up with other childminders to share good practice.

What steps need to be taken to improve provision further?

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

- extend children's understanding that text carries meaning through the use of picture and written labelling on resources

The effectiveness of leadership and management of the early years provision

The childminder fully understands her role and responsibility to safeguard the welfare of children in her care. She has recently updated her safeguarding knowledge and demonstrates a good understanding of child protection issues and indicators of possible child abuse. Her comprehensive safeguarding policy is in line with Local Safeguarding Children Board procedures and is shared with parents. Necessary checks have been completed on family members and regular risk assessments ensure her home and outings are safe. Fire exits are clearly displayed and fire evacuation procedures are practised with children. All required

documentation is in place and is well maintained. The childminder is committed to extending her professional development and providing children with good quality care. She has successfully implemented the recommendations from her previous inspection and since then, she has attended several training courses to ensure her childcare knowledge is kept up-to-date. The childminder formally evaluates her practice and uses parent and children questionnaires to identify areas for development. She also meets up with other childminder to share good practice and keeps abreast of childcare issues by reading literature from the National Childminding Association.

The childminder provides an inclusive and flexible service and welcomes all children and families into her home. She gets to know children and their family background by finding out lots of information about each child when they first start with her and by developing good relationships with parents. She works in partnership with parents to ensure children's individual needs are consistently met and to share information. For example, daily diaries, verbal feedback and children's progress folders containing observations, photographs and art work help to keep parents informed about what their children are doing. The childminder works effectively with other early years settings children attend, to share information and to provide continuity in children's learning.

The childminder makes good use of the available space within her home. A range of good quality toys and play resources are well organised and accessible to children. Other resources are stored upstairs but can still be chosen by children from picture cards. This enables them to develop their independence as they self-select and make choices about their play. Several colourful posters are on display to support children in their learning about shape, colours and letters. The activities children are offered promote their development in each of the six areas of learning of the Early Years Foundation Stage to help them gain skills for the future.

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

Children are making good overall progress in their learning and developing because the childminder observes them closely and plans activities with care. She identifies children's likes and interests and uses the information to inform her planning and to assess what children need to do to make progress. Folders containing observations, photographs and art work clearly show how children are progressing and are a nice reminder of their time spent with the childminder. Children are provided with a good balance of adult-led and child-initiated activities which include both indoor and outdoor activities, covering the six areas of learning.

Children feel safe and secure and are very much at home with the childminder and her family because she builds their confidence through positive relationships and familiar routines. Children learn about personal safety by taking part in fire drills indoors, and learning about road safety and stranger danger on outings to local parks and activities. The childminder spends a lot of time playing with children and talking to them to encourage interaction and to support their language skills.

During a play dough activity, children thoroughly enjoy exploring with different coloured dough and using their fine motor and problem solving skills to negotiate a range of tools and cutters. The childminder uses this time to encourage children to talk about what they are making and to reinforce mathematical elements such as counting, shapes and colours. Children develop increasing independence as they make decisions about their play and decide what they want for lunch. Photographic evidence illustrates children having fun being creative and using their imaginations through activities such as collage, painting, role play, dressing up, cooking and small world resources. Outings to toddler groups, farms, zoos and the seaside help to broaden and encourage children's knowledge and understanding of the wider community. Indoors children take part in activities to celebrate different festivals. They also have access to positive image toys and books, helping them to learn to value diversity and one another's differences. Children enjoy going to the library to choose books, listening to stories and developing their early writing skills. However, opportunities are missed to further extend children's understanding that text carries meaning, as there is very little labelling available on toys and resources.

Children's welfare is fully promoted and is underpinned by comprehensive written policies and procedures. The childminder ensures children are cared for in a clean and well maintained environment. The exclusion of sick children helps to minimise cross infection and the childminder has appropriate procedures in place for the administration of medication and recording accidents. Children are encouraged to adopt healthy lifestyles. For example, they learn the importance of good personal hygiene routines and visual displays in the toilet remind them about the importance of flushing the toilet after use and hand washing. Children are encouraged to take part in daily physical activity by walking to local activities and parks where they enjoy playing ball games and running around. In the better weather they enjoy playing on the trampoline in the garden. The childminder promotes healthy eating and encourages children to eat healthy options. Children respond to the childminder's calm approach to managing behaviour. Children learn right from wrong because the childminder is fair and ensures children understand why certain behaviour is unacceptable. A strong emphasis is placed on teaching children good social skills such as sharing and taking turns. Children have good manners as they routinely say 'please' and 'thank you'. Good behaviour is acknowledged with lots of praise and encouragement and this contributes to the children developing good self-esteem.

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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