

Inspection report for early years provision

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Inspection date	09/11/2011
Inspector	Karen Scott
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 was registered in 1993. She lives with her family in Larkfield in Kent, close to shops, parks, schools and pre-schools. The whole of the childminder's home is used for childminding, including the upstairs bathroom. There is an enclosed garden for outside play. The family has fish, two rabbits and two tortoises as pets.

The childminder is registered to care for a maximum of six children under eight years at any one time; of these, no more than three may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years and offers overnight care to two children. The provision is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools and pre-schools to take and collect children and attends several toddler groups on a regular basis. She is a member of an approved, childminding network and holds a National Vocational Qualification at Level 3. She is a quality assured childminder and receives funding for nursery education for two-, three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children play in a highly inclusive environment where the childminder works very closely with others to ensure that their individual needs are exceptionally well met. They enjoy a broad range of experiences that are tailored to their individual needs and interests and are making excellent developmental progress. Overall, documentation is comprehensive and highly maintained. The childminder continuously evaluates her service, thoroughly valuing the views and input of others, and has a strong capacity for maintaining 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:

- adding to the written policies that are shared with parents and carers what the childminder will do if children are lost or not collected.

The effectiveness of leadership and management of the early years provision

Children play in an extremely safe and secure environment. The childminder undertakes frequent risk assessment of everything that children may come into contact with at home and when out and about. If potential risks are identified, the childminder takes action to eliminate them. When away from home, the childminder checks that children are aware, and retain the knowledge, of how to stay safe. External agencies, such as the fire department, help the childminder to know that her home is safe. The childminder is very secure in her knowledge of safeguarding children. She is fully aware of procedures to follow should she have any concern about a child, sharing these with parents and carers. Although the childminder has strong procedures in place should a child go missing or not be collected, she has not included these in her, overall, thorough written policies and procedures.

Resources are in very good condition and are checked regularly. Children enjoy helping to look after these, tidying away and cleaning them with soapy water. Toys are easily accessible and children are further helped to self select by having access to photographs of everything that is available. Resources are regularly updated to enhance children's interests. These are used extremely effectively so that children participate in a broad range of experiences that meet their individual requirements. Children benefit from positive interaction from the childminder, who is skilled at extending their learning and enjoyment.

The childminder is committed to providing an ever evolving service and uses a extensive range of methods to help her in this. She evaluates her provision, thinking about where she would like to make improvements to benefit children. To help, she asks parents and carers to fill in questionnaires and has recently changed the format to make them more valuable in this process. Being a quality assured childminder, she receives regular monitoring visits so that further plans for improvement are put into place. She attends many training opportunities to keep up to date with current guidelines and liaises regularly with other childminders, sharing good practice. Children's views are valued. As a result, the childminder continuously reviews her practice to make positive changes. For example, adding photographs of children playing to the resources book results in children being accessing it more often. The recommendation made at the previous inspection has been fully addressed so that children know what is available and make choices, without being overwhelmed.

Equality is at the heart of the childminder's practice. She brings parents' attention to any concerns she has about children and works very closely when they seek further support. She ensures that all parents understand her policies and procedures, especially those from other cultures, and she further supports parents away from the setting. When English is an additional language, the childminder learns key words support children. She helps them to expand their cultural awareness and to celebrate each other's differences. She is highly committed to working in partnership to meet children's individual needs and to provide a united approach to children's welfare and development. When children attend other early

years settings, the childminder and groups share children's developmental folders. The childminder also keeps abreast of the themes and activities in which children participate so that she can continue that learning. The childminder works very closely with families to ensure that children's individual needs are met. Parents and carers regularly read their children's developmental folders and input to them, sharing in their children's learning. Overall, parents and carers are extremely happy with their choice of childcare. They say that the childminder communicates all relevant information and that they have noted excellent development in their children across all areas of learning.

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

Children form strong relationships with the childminder and feel safe and secure, turning to her for support when required. They take responsibility for their own safety, discussing how to hold knives correctly, for example. They practise road safety through play and continue when out and about. Children choose whether to play indoors or outdoors and always inform the childminder before going outside. There are regular opportunities for exercise and children understand the importance of this and fresh air as part of a healthy life style. During role play, children learn the importance of hand washing and do so independently at appropriate times. They enjoy a healthy and nutritious diet, knowing what foods they like and when they feel full. The childminder also introduces them to new and unusual foods. Children thoroughly enjoy their time with the childminder. They form firm friendships and eagerly study photographs of themselves and their friends playing. The childminder knows children very well, enabling her to engage in conversations that are important to them. Children are highly encouraged to think of others. For example, they cover their eyes to experience how someone without sight may feel and sing songs in each other's languages. They learn about caring by looking after pets and express their feelings with the aid of supportive resources.

Children learn through excellent play, supported by the childminder who skilfully extends their learning. They enjoy participating in adult- and child led activities. The childminder uses observations very successfully to foster children's development and interests and to plan activities to extend their learning further. All activities are highly evaluated so the childminder can extend these and, consequently, children make excellent progress towards the early learning goals. Children develop extensive skills for the future. They become independent, creative learners and think critically as they play, continuously reviewing what they are doing. They set difficult tasks for themselves and celebrate their achievements. Children play in an environment that is rich in discussion as the childminder asks many questions, promoting good communication. Books are easily accessible and regular visits to the library are much enjoyed. Children continuously practise and develop their mathematical skills as they play and expand their knowledge at high levels. Children act out real experiences and build on previous activities, such as planting seeds, using objects to represent others very successfully. They direct their play, thinking about how to change the role-play area to reflect their current

interests and the resources they require. Artwork is fun and individual to the child. There are extensive opportunities for children to explore using their senses. Outside areas are an extension of those indoors and children enjoy exploring the local area, looking for and studying mini beasts, for example. They enjoy cookery sessions, learning about where foods come from. Overall children are making excellent developmental progress in an environment where their individual needs are highly valued.

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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