

Inspection report for early years provision

Unique reference number	156699
Inspection date	15/11/2011
Inspector	Mary Vandeppeer

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 2001. She lives with her family in Ashford, Kent. The whole of the house is available for use for minding children. There is also an enclosed garden for outside play. The childminder is registered to care for a maximum of five children at any one time, three of whom may be in the early years age group. She is currently minding six children in the early years group. She also cares for four older children, who attend full time school. The childminder takes and collects children from local schools. She is also able to offer care to children with special educational needs and/or disabilities and also to children who speak English as an additional language. No overnight care is provided. The childminder drives or walks to local schools to take and collect children and attends the local toddler groups. The childminder receives support from the local authority and is a member of the National Childminding Association. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has developed and uses excellent procedures to ensure she meets the needs of each individual child. She is totally dedicated to providing an outstanding childcare service to children and their families. These exceptional practises ensure children make extremely good progress in their learning and development. However, there are occasions where mark-making resources are not always readily available. The childminder has addressed recommendations made at her last inspection and has instigated many improvements of her own. This shows she is able to maintain the continuous improvement of her setting. Overall, children's individual care and learning needs are met in an exemplary manner.

What steps need to be taken to improve provision further?

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

- Improve the opportunities children need to enable them to develop skills using a variety of mark-making resources in everyday activities.

The effectiveness of leadership and management of the early years provision

The childminder is a dedicated and very experienced childcarer. She organises her setting in a highly effective and resourceful way. Comprehensive policies and procedures are implemented consistently to ensure different situations are dealt

with professionally and efficiently. Safeguarding and protecting children is given top priority. The childminder shows a very good knowledge and understanding of local safeguarding policies. She has all the information required to help her deal with any concerns she may have about a child in her care. The childminder attends regular training courses and workshops. Her complaints log has no entries. Risk assessments are carried out with each individual child in mind. Children are regularly involved in practising the emergency evacuation procedures which gives them an excellent insight into safety routines. Children's well-being is promoted to a high standard. The childminder has high expectations of herself and of the children. She is committed to providing excellent care for children. She does this through the use of in-depth self-evaluation, feedback from parents, using the internet and subscribing to childcare publications and attending regular training sessions and workshops.

The childminder is mindful of the impact on children when she makes any changes to her setting. Children benefit from improvements in the setting, helping keep them safe and secure. Children have access to an extensive range of resources and visit many different places with the childminder. This enables them to experience variety in their play. It also allows them to get to know their local community very well. The childminder has an excellent attitude towards equality and diversity and knows each child's background and needs very well. Routines are flexible to fit in with children's sleeping and eating patterns. Parental requests are also respected and acted upon. Children's individual needs are consistently met very well.

The childminder is extremely pro-active in her links with other services and carers. A couple of the children currently being minded have just started pre-school and already the childminder has made positive contact with them. She has arranged for important development information about the child to be shared. Effective partnership working ensures that children are supported well. The childminder is also outstanding in her engagement with parents. They are regularly consulted about procedures. The childminder ensures she provides regular updates on children's learning and development and parents have the opportunity to make written comments on them. Parents report that they have excellent communications with the childminder. Overall, children receive excellent and consistent care because regular discussions of their needs take place.

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

It is very clear that children are extremely happy when with the childminder. They laugh and share activities with her and look to her for approval and guidance. They move around freely, selecting their own toys and activities, with adult input when required. This helps them to build firm and lasting relationships with the childminder and helps them to feel safe in the setting. They are able to use an excellent range of good quality toys and activities many of which they are very good at, taking their young ages into account. Children enjoy games with farm animals, role play and chalk boards. The childminder talks and listens to them and

reacts to any suggestions they make. For example, the farm animals are all laid down for a rest by the children as they change their focus to role play and making breakfast for everyone. The children are constantly chatting and the childminder asks leading questions to help them think and use their recall skills. For example, what did they eat for breakfast. She encourages them to count at every opportunity and a two year old is able to count up to twelve. However, some mark-making resources such as crayons, pencils and paper are not always readily available, to enable children to use them in other areas of play.

Toys boxes are labelled with pictures to help children identify the contents. Children enjoy music. They listen to compact discs of nursery rhymes and enjoy humming or singing the words as they play. Push button toys are also available to begin children's understanding of simple technology. There are many opportunities for physical play, indoors, in the garden or at local parks and toddler groups. Photographs displayed in the childminder's home, show the children being active. Their art work is also shown for them and their parents to see. This ensures children's self-esteem and confidence is promoted very well.

The childminder keeps excellent development records on each child. The childminder obtains extensive information from parents about their children's abilities and interests when they first start with her. These are used to form the basis of the regular observation and assessments carried out by the childminder. She evaluates all the areas of learning. Occasional photographs are used to support the assessments. The childminder is excellent at identifying children's next steps and planning activities for them, individually and as a group. The records clearly show that children are making excellent progress through the Early Years Foundation Stage and are developing some excellent skills for the future.

Children are encouraged to be independent in personal care; for example, feeding themselves. The childminder talks to them about what is good to eat to help them grow big and strong. They regularly walk to venues. Children are beginning to adopt a very healthy lifestyle because the childminder is excellent at promoting healthy eating and active play. The childminder ensures she listens to children's views when they tell her they like or don't like certain foods or activities. Children have an excellent understanding of the childminder's house rules and what is expected of them. This shows in the way they take turns and respect each other's space. The childminder offers children consistency and praises their achievements and good behaviour. Children are provided with highly effective learning opportunities in an extremely safe, caring and stimulating environment.

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

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