

Inspection report for early years provision

Unique reference number	EY427964
Inspection date	09/11/2011
Inspector	Janette White
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 registered in 2011. She lives with her husband and pre-school child in Kemsley, Sittingbourne, Kent. All areas of the property are used for childminding and there is a fully enclosed garden for outside play. The childminder drives to local schools to take and collect children and attends the local parent and toddler group. The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. This number may be increased to five children under eight, all of whom may be in the early years range when working with an assistant. The childminder is currently caring for four children in this age group on a part time basis. She also offers care to children aged over eight years to 11 years. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of children's individual requirements to support their learning. Overall, most systems are in place to share information and records with parents, and to support children's understanding of the wider world. The childminder is motivated and committed to providing good quality care for children and updates her skills and knowledge through regular training. The childminder's capacity for maintaining ongoing improvement is good; she understands her strengths and areas to improve her future practice. Children make good progress towards the early learning goals because the childminder offers a broad range of activities and experiences overall. The childminder has developed strong partnership with parents and outside agencies which contributes towards meeting the needs of children.

What steps need to be taken to improve provision further?

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

- increase the resources and opportunities for children to develop and use their home language in their play and learning
- increase opportunities to regularly share children's learning and development with parents.

The effectiveness of leadership and management of the early years provision

The childminder has an effective safeguarding procedure to actively promote the care and well-being of all children. She has a safeguarding child protection policy including the process for allegations of abuse made against her. The childminder has a good knowledge and understanding of how to safeguard children to make certain their welfare is a priority. The partnership with parents and other agencies is good. The childminder has implemented a contact book system to ensure that all parties share the same information. Children's learning and development records are successfully maintained in conjunction with other settings. However, systems to regularly share the information of the child's development and progress with parents are not yet fully effective. The childminder consults with parents regarding the service she provides. Parents comment that outings are planned to capture children's imagination, such as turning an everyday trip to the park into a bug hunting expedition. They describe how a trip on a bus provides opportunities to help children understand about money and the different coins we use. Parents also note that they are confident that the childminder can administer either first aid treatment or medication following all the correct procedures and completing the necessary records for the child's health and safety.

The childminder has a current first aid certificate and the first aid box is easily accessible, allowing her to provide children with appropriate treatment following an injury. She takes first aid equipment for any outings and carries all the required essential information for each child. As a result, the childminder is able to effectively promote children's safety and good health at all times. The childminder regularly carries out emergency evacuation procedures with the children and effectively conducts risk assessments. She has made alterations to the risks identified at the previous inspection. There is a written risk assessment record which is updated regularly, in particular when changes occur such as the broken child lock on the kitchen draw.

The childminder has a good understanding of equal opportunities. Children are encouraged to develop a positive awareness of equality. They have opportunities to see positive images of diversity through posters. All children are valued and the childminder notes details of their background needs, such as religion and language spoken at home. Resources are deployed effectively to meet the needs of children. The childminder involves children in routine experiences and she encourages them to help set up or tidy away. Children are supported as they select their preferred activities. The childminder has attended courses to develop her understanding of current childcare practices. She is committed and strives to improve her practice in order to benefit the children. The childminder continues to develop her systems to make sure resources and the environment is sustainable. She uses the space and resources well to promote children's learning potential. The furniture and equipment meet the needs of children of all ages and stages of development. The childminder is well organised and has an understanding of how to evaluate her service. She continues to reflect on her practice using self-evaluation. The childminder has a good capacity to maintain her continuous improvement and makes a note of her potential future development.

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

Children enjoy being with childminder and demonstrate a strong relationship with her. They display a sense of security and belonging. Children show signs of being settled and comfortable in the homely environment. The childminder makes good use of unplanned situations as she successfully links children's individual ideas by asking questions which encourages them to solve problems. For example, together they read a familiar story and name the animals, or role play hairdressing. The experiences, resources and provision of toys cover most areas of learning. However, the resources and activities do not currently encourage children to develop and use their home language in their play and learning. Children's observations are noted and successfully linked to the area of learning. The next stage of their development is recorded and used to chart what they have achieved or to highlight areas for their future development. This information is used to make certain future plans are relevant to the children's individual learning. The childminder has a good knowledge of the Early Years Foundation Stage requirements and her competent understanding of children's welfare successfully supports their progress. Parents provide details for the child's 'All about me' form including their starting points which are used in their initial assessment. Children have many opportunities for self-selection, such as choosing books which they read together with the childminder or using props for their imaginative play. Most resources are organised and stored in containers, although some toys and equipment are not yet labelled with pictures to aid young children's self-help skills.

Children engage in many problem-solving activities, such as completing a peg puzzle or naming the different shapes of the wooden blocks. They are developing an awareness of others and cooperate or negotiate when using the resources. Children's understanding of recycling is encouraged as they learn to separate waste items into different containers. They sometimes reuse waste products in their imaginative play. For example, children recall using a cardboard box as their car to drive to the shops. This promotes children's understanding about aspects of environmental issues. The childminder describes how children are encouraged to develop good social and communication skills. This means that children have a broad range of experiences and routines which contribute in promoting their understanding of the necessary skills for their future development.

Children's understanding of how to keep themselves safe as well as having a healthy lifestyle consistently promotes their future well-being. They have many occasions to be active or to take part in quieter activities. This means that children consistently develop an understanding about the importance of rest and exercise. Children regularly use the outside space. They freely access the garden or have frequent outings to local parks and play areas. Through this, they have many opportunities to develop their larger muscles. Children are offered healthy snacks and together with the childminder, they talk about foods that are good for them, such as fruit and vegetables. Children demonstrate how they cross roads safely

and the procedure to evacuate the premises in an emergency. They also explain how they wash germs off their hands and know which coloured towel they use to dry them.

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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