

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY284851
<b>Inspection date</b>	20/10/2011
<b>Inspector</b>	Stacey Sangster

<b>Type of setting</b>	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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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 registered in 2004. She lives with her husband who assists her with childminding, and her three school aged children in Cliftonville, Kent. All areas of the property are used for childminding apart from the conservatory. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding four children on a flexible basis. The childminder walks or drives to local schools to take and collect children and attends the local parent and toddler groups.

The family has a cat and a hamster as pets.

The childminder has experience as a residential social worker, and has attended many short courses related to childcare. She is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The setting provides excellent support to meet all the care and learning needs of children in the Early Years Foundation Stage. Warm and nurturing care is offered which keeps children safe, provides a stimulating and interesting environment and helps children to reach their full potential. The childminder is committed to building on the strengths of the setting, seeking further ways to ensure children have the highest quality of care and education. The capacity for continual improvement is exceptionally strong.

## **What steps need to be taken to improve provision further?**

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

- consider analysing the children's achievements as a group to further support self evaluation and the identification of any strengths and weaknesses within the delivery of the six areas of learning

## **The effectiveness of leadership and management of the early years provision**

Safeguarding arrangements are highly effective and ensure that only those who have been vetted and deemed suitable have unsupervised access to the minded children. The childminder and her co-childminder have a comprehensive awareness

of child protection and safeguarding issues, having worked for the local Social Services Department in past roles. As a result, systems in place are clear and understood well by the childminder and all those who work with her. Policies and procedures reflect best practice and the setting show high levels of confidence and professionalism in this area. Risk assessments of the home, garden and places visited on outings are robust and ensure children access environments which are safe, while still being able to take appropriate risks that support their learning and development. Excellent opportunities are offered to explore children's knowledge and understanding of danger and hazards. Child friendly topics, such as safety weeks, encourage sustained shared thinking. This leaves children much more aware of how they can keep themselves and each other safe and this is also reflected in their play and behaviour.

The childminder effectively deploys systems that enable her to positively promote equality of opportunity. This results in every child having their individual care and learning needs fully met, through excellent partnership working with parents and others. Diversity and equality are effectively and actively promoted, with children accessing a range of resources that positively reflect their families and the wider community. The setting is highly successful in taking steps to close identified gaps in children's achievements. The monitoring and evaluation of children's individual progress is robust. The childminder has not yet begun to analyse the success of the children as a group, to further support the self-evaluation.

Resources are plentiful, well-maintained and easy for children to access independently. They are used effectively and imaginatively to create a range of opportunities for children to both extend their knowledge and build on what they already know. Children clearly benefit and thrive as a result of the environment and the wide range of activities.

The childminder works exceptionally well with those that assist and co-mind with her. Policies and procedures are clear, detailed and underpin the care and education provided. High standards are achieved across all areas of practice. The childminder and those who work with her are excited about the impact that their work has on the lives of the children and constantly seek ways to identify how they might enhance what they already do well.

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

Children demonstrate that they feel safe and settled in the care of the childminder. They enjoy routines which mirror that of their home. They approach the childminder without hesitation and turn to her for reassurance and comfort. Older children share concerns and are supported effectively to find solutions to their worries. Children feel valued because the childminder listens to what they have to say and takes an interest in their welfare and feelings.

Children's progress is excellent in all areas. They enjoy a rich and varied day in which they experience new challenges as well as opportunities to reinforce and

practice their current knowledge. Gaps in children's learning are swiftly identified by the careful monitoring and assessment systems deployed, ensuring children continue to make extremely good progress in all areas from their individual starting points..

Children demonstrate exceptional understanding of how to support their health, through the excellent hygiene routines, diet and exercise included in every day. The childminder emphasises the links between what the children are doing and the benefits to their health. The children enjoy a wide range of foods, some of which are new to them. The security that they feel is reflected in how quickly they settle and how happy they are after being left by their parents.

Children's behaviour is exemplary, and they respond positively to the clear boundaries and expectations given by the childminder. The children are respectful of each others differences, abilities and view points. Older children enjoy helping the younger ones. They enjoy helping support the care and wellbeing of the younger children, for example, by not allowing babies to access toys with small parts.

Children make very superb progress in all areas, which will help to support their future economic well being. In this setting the children become active and independent learners, keen to explore, ask question and to express their views and opinions. They communicate effectively and understand how to work together and alone to achieve their goals. They are well prepared for future learning at school.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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](http://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