

## Inspection report for early years provision

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<b>Unique reference number</b>	EY216754
<b>Inspection date</b>	24/11/2011
<b>Inspector</b>	Jenny Kane
<b>Type of setting</b>	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 registered in 2002. She lives with her husband and three school age children in Edenbridge, Kent. The ground floor of the house is used for childminding. Children have access to a secure enclosed rear garden for outside play. Schools, pre-schools, toddler groups, shops and parks are nearby. The family has a pet dog, cat, rabbit and guinea pigs.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time, of whom 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 to 11 years. The childminder does not provide overnight care. The childminder holds a childcare qualification. She attends the local childminder support group 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.

Children are happy, confident and settled. They enjoy positive relationships with the childminder who knows them well and understands their individual needs. She provides a range of activities which help children to make good progress within the Early Years Foundation Stage. Well established partnerships with parents/carers and other providers ensure the children receive good continuity of care. The childminder has started to use self-evaluation to identify areas for improvement and demonstrates a good commitment to maintaining continuous improvement.

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

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

- increase the information in the children's development folders and involve parents further in the assessment process.

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

The childminder has a good knowledge and awareness of child protection. Her safeguarding policy is shared with parents ensuring they are clear about her role and responsibilities. She uses effective risk assessment to maintain children's

safety and eliminate risks, both indoors and outside. The childminder is well organised and plans the available space well to provide a homely and welcoming environment where children enjoy their play. Children have access to a range of toys and equipment, some of which reflect diversity and positive images. The resources are laid out to encourage self-selection and choice. The childminder is working towards being as sustainable as possible by growing vegetables, composting and recycling projects.

Children have many opportunities to learn about the wider world. The childminder has a good knowledge of equalities and her commitment to inclusion is a high priority. Children celebrate various festivals and celebrations. The childminder knows children's backgrounds and individual needs well. Although currently no children have learning difficulties and/or disabilities, she has previous experience and is confident about providing care and support to any child. Children benefit from the childminder's commitment to working with others. For example, she has established good links with teaching staff at the local school. She liaises with children's key persons at the nursery which helps continuity. This helps all adults involved in the children's care to meet their needs and ensures their smooth transition into school.

Partnerships with parents and carers are well established. Written information about her service is clear and well produced. Policies and procedures are regularly updated and readily available to all parents. All the mandatory documentation and records are in place, kept confidently and securely. Parents share information enabling the childminder to be aware of children's abilities and starting points. However, this is mainly carried out verbally. The childminder keeps parents informed through daily chats and the contact book about how their children are progressing. She is keen for parents to share their views and these are gained through discussion. Parents are happy with the service and make positive comments. They feel the childminder is friendly, provides good care and is flexible.

The childminder shows a good commitment to her self-development. Since the last inspection she has attended training and gained a childcare qualification. She is keen to further develop her knowledge and keeps up to date with good childcare practice through liaison with other childminders and courses. She has started to use the self-evaluation form to identify her strengths and areas for improvement. The previous recommendations have been addressed and this has helped to raise the outcomes for children.

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

The childminder has a good knowledge of the Early Years Foundation Stage and provides a variety of activities which cover all areas of learning. As a result, children are progressing well towards the early learning goals. When children first start, parents share information about what their child can already do. The

childminder uses this information as the basis for monitoring children's progress. However, the children's starting points are not recorded in writing, so she is reliant on the verbal discussions to plan for children's individual abilities. The childminder observes children during play but again the development records are not sufficiently detailed to show the next steps. However, through her good verbal communication and the contact books, she ensures parents are knowledgeable about their children's progress.

Children's skills for the future are developing well. The childminder has a clear understanding of how children learn through play and strives to make activities fun. She helps to develop children's speech and communication by listening well to their comments and ideas. Older children have made a list of 'ground rules' and they are encouraged to make choices about what they do and to plan some activities. Treating children with respect and involving them in the decision making helps ensure their behaviour is good. The environment is welcoming and child-friendly with a good supply of books, games and equipment. Children enjoy listening to stories and request favourites again. They sit close to the childminder and talk about the animals in the story, identifying the fruits that various animals like. For example, they discuss if an elephant can eat a whole bunch of bananas, the colour of oranges and pineapples. There are a good amount of resources which help children's numeracy and counting. Their creative development is supported by the access to art and craft materials. They enjoy making a collage on the table, squeezing tubes of glitter, using various pencils and sticking shapes.

There are good opportunities for children to learn about keeping themselves safe and healthy. They enjoy playing in the large garden and helping with the guinea pigs. Children walk to venues such as the park, shop and the toddler group. This helps children's understanding of the need for regular exercise to keep healthy. These outings help children's understanding of the natural environment, for example when they go to look at the horses, on nature walks and meeting others in the community. They also provide the chance for children to learn about staying safe, why they wear wrist straps and about crossing roads safely. The childminder is well organised for outings, only visiting venues which are suitable. Children also learn about their own safety by practicing fire drills to make sure they know how to get out in an emergency. Children demonstrate a clear understanding of good personal hygiene, confidently take themselves to the bathroom before snack and understand about using their own towel. Mealtimes are a social occasion. Older children are involved in planning the menus and enjoy cooking activities. The childminder provides a balanced diet and encourages children to understand where food comes from through shopping trips and growing vegetables in the garden.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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