

Inspection report for early years provision

Unique reference number	EY290181
Inspection date	29/11/2011
Inspector	Jenny Kane
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 has been registered since 2004. She lives with her husband and two school aged children in Gravesend. The ground floor of the childminder's house is mainly used for childminding with access to upstairs for sleeping and toilet facilities. 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 cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered on her own 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. The childminder occasionally works with an assistant. When working together they may care for no more than six children at any one time, of whom five may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over five years to 11 years. The childminder does not provide overnight care.

The childminder is a member of an approved childminding network and can provide early education funding for two-, three- and four-year-olds. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. She holds a level 3 qualification in childcare. 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 outstanding.

Children are making excellent progress in their learning and development because the childminder plans a superb range of stimulating and challenging play activities. She provides an environment which is conducive to learning overall, helping children to reach their full potential. Her thorough knowledge of each child's background helps her to provide an inclusive service. Highly positive partnerships with parents and other providers ensure the childminder fully meets children's individual needs. Self-evaluation is very effective and achievable, demonstrating her clear capacity for continuous improvement and building on existing strengths.

What steps need to be taken to improve provision further?

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

- developing further resources for the outside area of learning.

The effectiveness of leadership and management of the early years provision

The childminder's awareness of child protection is excellent. She is confident about raising concerns and has attended recent training. Her comprehensive safeguarding policy is shared with parents, ensuring they are clear about her role and responsibilities. The childminder undertakes detailed risk assessments for all areas of her home, garden and all outings. Children clearly understand how to stay safe, for example by practicing fire drills and learning about road safety on outings. The childminder is very well organised and makes extremely good use of the available space. This provides children with a wonderfully positive learning environment in which to play. Resources are extensive, of high quality, are easily accessible and many reflect positive images of diversity. The childminder is working towards being fully sustainable through encouraging composting, recycling, growing vegetables and sending policies and written information to parents by electronic mail.

The childminder is highly committed to providing an inclusive service to all families. She has a very good understanding of equality issues and actively promotes children's knowledge of the wider world. They celebrate a variety of festivals and partake in topics where they learn about other cultures. She is experienced and confident about caring for children with special educational needs and/or disabilities. The childminder is proactive in working closely with others to give children the best possible support. She has established highly effective systems for sharing of information with nurseries and the local school. This verbal and written communication between herself, other providers and the parents ensures children receive excellent continuity of care and smooth transitions.

Partnerships with parents and carers are well established and highly positive. The childminder strives to fully involve parents in all aspects of their children's care and development. Her extensive policies and written information is shared thoroughly with parents. The childminder is keen to gain both parents' and children's views. She does this regularly through discussion, contact sheets, references and questionnaires. Parents are very happy with her service and make extremely positive comments. They particularly like her friendliness, professional approach and flexibility.

The childminder's attitude to her personal development is excellent. She attends meetings and training courses to update her already good childcare knowledge. Self-evaluation is highly effective and she is clear about areas in which she wants to improve. The previous recommendation has been addressed and she has ambitious plans for the future. The childminder is enthusiastic, professional and motivated and this has a significant impact in raising the outcomes for all children in her care.

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

Children are achieving and progressing extremely well towards the early learning goals in relation to their starting points. They are settled, confident and have a good attachment to the childminder. She is thoroughly skilled at extending children's play and learning. The childminder works with parents to establish children's capabilities and starting points and information is recorded in individual 'learning journey' folders. These hold thorough observations and assessments to show how children are progressing and achieving. From the childminder's observations she plans challenging and age appropriate activities to help children to reach their full potential. She clearly identifies the next steps for individual children and shares these fully with parents, helping to ensure they are fully involved in their children's learning. These records are very well produced; hold samples of work and many photographs to back up the assessments. Parents enjoy taking these folders home to share with their families.

The childminder consistently helps children to develop their skills for the future. She effectively incorporates the six areas of learning into all the daily activities. Children are confident in their speech and have very good communication skills. The childminder listens well to what children say and allows them time to express their views. Children have access to good supplies of books; they enjoy favourite stories and visit the library on a regular basis. The many labels, posters and visual images around the environment help children's recognition of word and number. There are many opportunities for children to use mathematics during activities. They enjoy dough, paint, water and other tactile play. They learn to use tools carefully, how to use scissors and brushes and develop their fine motor skills. At lunch time they count the plates, identify colour and the shape of the food. One child counts that there are ten pieces of orange and after eating some counts again realising the number has reduced. The childminder joins in helping his understanding of subtraction.

Children use information and communication technology to support their learning. They use the laptop to look up information and there are gadgets and toys to help children understand how things work. Outings in the local community help children's understanding of the wider world and nature. These visits provide excellent opportunities for children to develop healthy lifestyles and engage in physical activities. However, the resources to support children's learning in the outdoor environment are not fully developed. She encourages walking to school and to most venues, helping children's understanding of the need for exercise as part of a healthy lifestyle.

Children have high levels of understanding about good personal hygiene practices and making healthy choices in regard to food. They know when they wash their hands it is 'to wash the germs away'. The childminder has a good understanding of healthy eating and provides nutritious, home cooked meals and snacks. Drinks are

readily available and on hand during play. Children help decide the food they wish to eat and enjoy cooking activities. They 'have a say' about the activities, an input into the planning of activities and help to make the ground rules. As a result of this involvement and consultation, children cooperate and share well during play and their behaviour is extremely good.

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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