

Inspection report for early years provision

Unique reference number	125317
Inspection date	23/11/2011
Inspector	Mary Van de Peer

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 1998. She lives with her family in Swanley, Kent. Children have access to the ground floor rooms, including the bathroom. Sleeping provision is available in the upstairs main bedroom. There is a fully enclosed garden for outdoor play. The family has two cats, a hamster and goldfish. There are local parks, schools and pre-schools close by. The childminder is registered to care for a maximum of six children under eight years, of whom three may be in the early years age group. She is currently caring for three children in the early years age group. She is also caring for several children in the older age range out of school and at the weekends. The childminder supports children who speak English as an additional language. The childminder is able to take and collect children from local schools. The childminder attends the local toddler groups. She has attained level 3 Diploma in Home Childcare, 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 good.

The childminder demonstrates a secure knowledge of each child she cares for, helping her meet their individual learning and development needs. Observations are thorough but not always systematic in identifying children's next steps to help influence future plans. Children's safety and well-being are promoted well because the childminder has a thorough understanding of the welfare requirements and acts upon these. Engaging with parents is positive and flexible and the childminder is developing links with others supporting the children, although these are not yet fully established. The self-evaluation process and use of reflective practice ensures the childminder's success in continuing her professional development and maintaining continuous improvement of the service she provides.

What steps need to be taken to improve provision further?

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

- develop further the systematic use of observation records to identify and plan for their next steps in their learning
- find practical ways to develop the two-way flow of information with other settings children attend to provide continuity in children's learning and development.

The effectiveness of leadership and management of the early years provision

All children benefit from being cared for in a child-orientated, comfortable and welcoming environment. The childminder is highly committed to promoting children's welfare. The childminder is an experienced child carer. She has attended several child protection training events over the years and is very clear about what she would do if she had concerns about a child. The policies, procedures and record-keeping regarding safeguarding, are good. The childminder shares supporting documentation with parents. Risk assessments are carried out in the house, garden and any outings to keep children safe and protect them from injury. These are recorded along with action taken to reduce any hazards found. The children also take part in regular emergency evacuation drills. These are recorded along with comments which will help to improve the next practice.

The childminder organises her provision well. She provides a good range of toys for the children, most of which are freely accessible so children choose what they would like to play with. Additional resources are rotated by the childminder to provide variety. There is space to play in as well as room to rest or sleep. Equality and diversity is evident throughout the childminder's setting. Every child is given equal, age-appropriate opportunities to learn and develop skills. She makes sure children learn about the similarities and differences in people by providing positive images using books and role play.

The childminder has built strong relationships with parents. All parents receive copies of the written policies and procedures. A notice board provides parents with childcare information as well as important registration, insurance and training certificates. The childminder has daily feedback with parents and shares their child's achievements and routines with them. The observations the childminder makes on each child are recorded in their learning journey books and shared with parents. The childminder is developing appropriate and useful links with other professionals in her community who are also involved in the care of children. She is starting to share some information with them about children's progress and interests, but this is not yet fully effective in supporting continuity in children's learning. The childminder continuously self-evaluates her provision and reflects on her practice, always aiming to improve and extend her provision for parents and children. This dedication reflects a good capacity to maintain continuous improvement as she tries to ensure children receive the best care and education she is able to provide.

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

The childminder shows she has a good understanding of how children learn. She provides them with a wide range of activities and resources which encourage and support their progress in all areas of learning. Activities are planned according to their learning stage and individual interests. Children make decisions about what

they would like to do, which promotes their independence and confidence. The childminder knows the children extremely well. She shares observations and their achievements with parents and is developing this to help monitor their children's progress both with her and at home. The childminder is able to identify children's future needs, providing them with activities that are challenging, stimulating and enjoyable. However, the lack of systematic evaluation of children's progress does not ensure possible gaps in learning are identified and planned for. This leads to children making good progress in their learning and development.

The childminder spends time talking and listening with the children. She provides opportunities to extend their language and communication skills; for example, she uses baby signing and the youngest children respond positively. Children that speak English as an additional language benefit from resources provided by parents, such as dual language books, and the childminder's use of a few words in their home language. This develops children's sense of belonging and of being valued. There are activities that teach children how to match letters, shapes and objects or how to count. This helps children develop good skills for the future.

Children play happily with the childminder and the interaction between them is close and caring. Children are provided with a very organised and safe environment in which their well-being is fully considered and promoted. Children are involved in the emergency evacuation practise; even the young ones are beginning to learn how to keep themselves safe. Babies seek reassurance from the childminder and show they feel safe and secure in her care. They quickly settle for their routine nap so that they are fully rested and able to cope well with their day. Children have home cooked, balanced meals as well as regular drinks and healthy snacks. The food provided always takes into account children's likes, dislikes and dietary needs. Children are beginning to understand about eating balanced diets. Activities and books help children learn more about healthy lifestyles. Outdoor play takes place in the garden and at local parks. Weekly visits to toddler groups mean children are learning to use different equipment and benefit from story and singing sessions. These promote their physical and social skills. The childminder supports children's behaviour by setting a good example for them; she is good role model. She encourages children to respect each other and take turns. They benefit from praise and encouragement which promotes their self-esteem and confidence. Children are provided with effective learning opportunities in a safe and caring 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?	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	3
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

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