

Inspection report for early years provision

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Inspection date	05/12/2011
Inspector	Claire Parnell
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 2006. She lives with her husband and one of her three adult children in Tonbridge, Kent. The childminder uses the whole of the downstairs and an upstairs bedroom and bathroom house for childminding use. There is a fully enclosed section of the garden for outside play. The childminder is registered to care for a maximum of six children at any one time and is registered on the Early Years register and the compulsory and voluntary parts of the Childcare register. She currently cares for one child in the early years age range on a part time basis. The family has a dog. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's knowledge and experience of the Early Years Foundation Stage enables her to meet the individual needs of the children in her care. Their welfare and learning are, therefore, effectively promoted nearly all of the time. Children play in safe boundaries and are well cared for by the childminder. A good partnership with parents provides children with consistent care and learning. The childminder's capacity of maintaining ongoing improvement is good. she is clear about the strengths and weaknesses of the provision and prioritises future improvements. This helps to promote effective outcomes for children.

What steps need to be taken to improve provision further?

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

- gain basic key words in children's home languages to value linguistic diversity
- develop an evaluation system to reflect on the effectiveness of practice
- provide guidance and daily routines to consistently promote hygiene practices.

The effectiveness of leadership and management of the early years provision

Children are safeguarding effectively because the childminder is clear about safeguarding and child protection issues. she has a written policy in place as well as related guidance and contact numbers to refer to in the event of a concern, therefore children's welfare remains her priority. Rigorous risk assessment for the house, outings and the use of the car are well recorded and underpinned by daily checks, helping to minimise the risk of accidental injury to children. All statutory documentation to promote children's welfare is recorded well and used effectively to promote better outcomes for children.

Toys and resources are easily accessible to children in all the downstairs rooms, providing activities that promote all areas of learning. Training updates are maintained where possible, with proactive action taken to book courses to renew mandatory training such as a current paediatric first aid certificate. Equality and diversity is promoted well through the activities that depict positive images of today's society. Children have access to books about cultural celebrations and people from different lives as well as dolls and play people depicting different skin tones in a positive way. Activities are suited to children's abilities and stages of development, therefore promoting inclusive participation in appropriately staged activities and learning. The childminder has completed Makaton training to enhance children's communication skills, especially those attending with English as an additional language. Although the childminder does not attempt to find out children's basic home language sayings and words to help support the communication of their needs.

The childminder's attitude towards continuous improvement is positive. The childminder has a clear vision for the future, identifying her strengths and areas for development. She quickly identifies courses to attend to enhance children's experiences to support their individual learning needs. For example, the childminder has booked on a safeguarding course to update her knowledge of child protection issues. She also identifies areas to develop relating to individual children such as using the Makaton to support children's language and attending groups to support their social interaction. However, the childminder is still developing a system to evaluate the effectiveness of her provision. The childminder strives to meet the recommendations from the last inspection successfully.

The childminder has made strong relationships and partnerships with parents and other professionals. She liaises closely with schools and other provisions to contribute towards the consistent approaches of care and learning for all the children attending. She provides thorough communication systems for parents to promote a two way liaison and communication regarding the day to day care and achievements of the children in the setting and at home. She uses information about children's achievement at home to plan for their next steps of development. A contact book is encouraged along side daily discussions. Therefore this helps to ensure that parental wishes are respected and progress is shared between the home and the childminder.

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

The childminder supports children's learning well. She spends time talking to the children and allows the children time to respond in a variety of communicable ways such as nods and eye contact, especially those with limited language or those who are less confident. This promotes their language and communication abilities, children enjoy experimenting, especially with natural materials such as dried pasta. The childminder plans structured activities well around the children's individual

next steps. Children explore with their senses, rolling the pasta in their fingers, smelling and posting it into tubes to make their own musical instruments. The childminder talks to them about the colour of the pasta and the reasons why they can't eat it dried. Children listen intently to the simple but effective explanations, gaining an understanding for their senses and different materials. The childminder uses numeracy language during these activities, asking children how many pieces of pasta there are and counting within the limits of the children's understanding of amounts. The childminder introduces smaller tubes to help children search for the pasta that is no longer visible, enhancing children's intrigue and problem solving skills. The childminder cleverly uses all these skills to help children to produce musical instruments to take home and share with their parents. Children thoroughly enjoy experimenting with technology, that is identified by the childminder as a particular interest to them. They change the use of the toy by pressing buttons and listening to the instructions, carrying them out with confidence, learning about cause and effect. All these activities help to support children's skills for the future.

The childminder plans carefully and effectively for children's next steps. She uses the observations made from past achievements to link to areas and stages of development and to then plan activities to challenge and stretch children's abilities within their limits. The children's development records clearly show an effective ongoing tracking system of their achievements within the Early Years Foundation Stage.

Children have access to fresh air on a regular basis with the use of local amenities such as play parks. Children help to prepare healthy snacks for during the day and are given healthy options to eat at meal time taking into consideration their preferences and dietary requirements. The childminder talks to the children about what they are eating and the value of healthy food for their wellbeing. Children's nappies are changed on a clean changing mat, using disposable gloves and nappies are disposed of immediately to prevent infection. However, the childminder does not allow or promote consistent hygiene procedures, forgetting to help children to wash their hands before eating their snacks.

Children are developing a good sense of safety. They have a strong sense of belonging, responding positively and confidently to the childminder's requests and routines. For example, the child listens to the childminder's instructions for getting on the chair safely and waits by the closed gate to let visitors in and out. Children are well behaved, responding well to the childminder's boundaries and expectations of putting toys away before getting others out. The childminder acts as a very positive role model for children, acting in a calm and very professional manner.

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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