

Inspection report for early years provision

Unique reference number	EY273382
Inspection date	08/11/2011
Inspector	Joanne Barnett

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 2003.

She lives with her husband and three school age children in Gillingham, Kent. The whole of the ground floor of the childminder's home is used for childminding and there is a fully enclosed garden for outside play. The family own a pet cat.

The childminder is registered to care for a maximum of five 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 three children in the early years age group. She also offers before and after school care to older children aged up to 11 years. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder drives or walks to local schools to take and collect children. She also attends the local childminding 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 show they feel safe and secure because of the caring, competent childminder who ensures children's individual needs are met. Most systems for the safe and efficient management of the provision work very well and most records are comprehensively maintained. Observation, assessment and planning work to enable children to make good progress in their learning and development. The childminder works exceptionally well with the parents to meet children's needs and ensures all relevant information is shared on a regular basis. Partnerships with other settings are not so well established. The childminder is enthusiastic and motivated and uses her self-evaluation to maintain continuous improvement of her provision.

What steps need to be taken to improve provision further?

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

- develop further opportunities to share information with other practitioners involved in children's care to ensure effective continuity and progression and to make sure that the care provided complements that which children receive elsewhere

The effectiveness of leadership and management of the early years provision

Children are well safeguarded in the childminder's care. She has a good knowledge and understanding about protecting children and updates her safeguarding and first aid training on a regular basis. The childminder is vigilant in her supervision of children. Children display a good awareness of safety issues and recognise how to keep themselves safe. Risk assessments are carried out to enable children to play in a safe, secure environment, where hazards are minimised. For example, sockets are covered so as to ensure they are inaccessible to children, and a stair gate is used to prevent children accessing the lounge. The childminder's record of risk assessment includes aspects of the environment that need to be checked on a regular basis, as required.

Equality and diversity is well promoted within the childminder's practice. She has a good knowledge of all the children's backgrounds and uses this information to meet their individual needs. Children are given good opportunities to learn about different cultures through a range of activities and discussion. This knowledge is supported through the varied resources reflecting positive images of diversity. Any discriminatory remarks are challenged by the childminder and children are given information to help them understand others' differences. Children move around freely and help themselves to the vast range of resources. All the equipment is in good condition and suitable for the ages of the children attending supporting their learning and development exceptionally well.

High importance is given to engagement with parents. The childminder shares information about her provision with the parents at their first meeting and promotes ongoing two-way communication. She regularly obtains parents' views through verbal discussion, along with children's views, to ensure her practice meets the families' and children's needs. Daily care sheets and the children's individual assessment files provide parents with excellent information about their child's achievements and daily activities. The childminder understands the importance of sharing information with other providers, such as schools and nurseries, although this is not yet fully established to promote children's individual care.

The childminder has completed a self evaluation of the service she provides to identify the strengths and areas to develop within her practice. She has a good understanding of the strengths of her provision and has put measures in place to continue to improve opportunities for the children in her care. The childminder endeavours to attend regular training to keep her knowledge up-to-date. Children and parents are encouraged to voice their views to ensure the service being offered meets their needs. The childminder's caring, committed approach to maintaining continuous improvement ensures good outcomes for children.

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

The childminder has a good understanding of the Early Years Foundation Stage requirements and supports children's welfare and learning effectively. Children are settled, confident and inquisitive as they move around the childminder's home choosing from the excellent range of resources. Children have free-flow between indoors and the garden giving them good choices where to play. Their language is extended through discussion and the various activities the childminder plans. This is supported through the sharing of books and listening to songs. Children are encouraged to use their environment to support their numeracy skills as they look at large plastic gel numbers and count cups in their play. These skills are extended further through a highly impressive range of books, jigsaws and shape sorters. Children use a range of toys to promote their understanding of technology, for example, the electronic alphabet toy and the cause and effect toys. These skills, together with their numeracy and literacy, support children in developing skills for their future.

Daily opportunities for physical play at the park or regular visits to local childminder groups help the children to develop their physical skills in climbing, balance and co-ordination. This is extended in the garden where they use an extensive range of toys, climbing frame, swings and many push along resources. The childminder provides lots of natural resources, such as shells, pebbles and coconuts which engage children in their curiosity. Children use a range of resources to develop their imagination as they pretend to cook dinner with the toy kitchen. An excellent range of dressing-up clothes are available and toy telephones to practice 'conversations' to their friends to further encouraged language skills. Children move around the room, using their senses to explore the different resources and using furniture to support them as they develop their standing and walking skills. The childminder offers lots of praise and encouragement, along with cuddles to support children's confidence and sense of belonging.

Children are able to gain a good understanding about adopting a healthy lifestyle because the childminder has an understanding of healthy foods, snacks and supporting children with food issues. Parents provide most food but the childminder provides healthy options for snack time, encouraging children to make choices of snacks and drinks. She talks to children about the importance of eating five portions of fruit and vegetables in a day and what foods constitute as healthy. Children display a good understanding of hygiene issues and follow the signs in the downstairs toilet about 'washing your hands'. All children each have their own hand towel helping to prevent cross infection.

Children are valued and respected within the childminder's home regardless of background or ability. They gain a sense of belonging as they see their artwork and their photographs displayed, celebrating their achievements both at school and at the childminder's home. Children are encouraged to share the toys and take turns, learning to be kind to each other. Older children learn to compromise and negotiate using different resources and activities with help from the rules of the setting. As a result there is a happy, sociable atmosphere and children enjoy their

time here.

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	1
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	1

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