

## Inspection report for early years provision

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<b>Unique reference number</b>	EY340941
<b>Inspection date</b>	21/12/2011
<b>Inspector</b>	Beryl Witheridge
<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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder registered in 2006. She lives with her husband and three children in Aylesford, Maidstone, Kent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to care for a maximum of four children at any one time, of whom two may be in the early years age group. She is currently minding one child part time. The childminder walks/drives to local schools to take and collect children and attends the local parent/toddler group. The family has a dog.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder effectively promotes the unique welfare and learning needs of each child she cares for overall. Records of children's development are beginning to evolve, although these are still in their infancy due to the limited time children currently attend. Children's safety and well-being are promoted effectively and the childminder's partnership with parents contributes well towards supporting children's individual needs. The childminder demonstrates her ability to improve standards and make progress by attending additional training. She makes some positive steps towards continuous improvement by addressing previously identified weaknesses and by devising questionnaires for parents. The childminder is beginning to evaluate her provision, identifying several strengths and the weaker areas to be addressed to enhance outcomes for children.

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

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

- extend observations of children's interests and achievements and planning for their next steps, sharing this information with parents and relevant practitioners in other settings to provide consistency and coherence in children's learning
- develop systems of reflective practice and self-evaluation to identify the setting's strengths and priorities for development, in partnership with parents' and children's involvement that will improve the quality of provision for all children.

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

The childminder understands her responsibility towards safeguarding the children in her care. She is clear about the signs and symptoms which would give her concerns and knows who to contact regarding them. The childminder discusses her safeguarding policy with parents and provides them with a copy. She maintains careful supervision of the children in her care at all times and visitor details are always checked. A comprehensive range of risk assessments and visual daily checks are carried out on resources and all areas used for childminding. This secure system of minimising hazards to children enables the childminder to maintain children's safety and security effectively at all times. A register accurately records the arrival and collection of the children and accident and medication records are maintained clearly for each child. Additionally, the required records and documentation are available to provide all the necessary information for the ongoing support of individual children.

Resources are freely accessible for all children. They are stored in the lounge and children are able to make choices about what they want to play with, enhancing their independence. Toys and equipment are age appropriate for the children. These are carefully checked as part of the ongoing risk assessment to ensure they are clean and safe and suitable for the children.

The childminder is active and creative in her promotion of the inclusion of all children. She provides children with challenging activities and experiences to celebrate festivals such as Christmas, Diwali or Halloween, and annual events such as Mother's and Father's Day. The childminder has improved her resources to include more positive images for the children to relate to. Children learn about others in society and are able to discuss their similarities and differences. Equality and diversity are valued. Children gain knowledge of their community and the wider world. They take part in weekly visits to the library, trips to the local country parks and further afield to the Reinder Park. Children discuss the animals they see and the weather. They also look at the trees and love to collect the leaves. These positive learning experiences also help children to build self-confidence and develop positive relationships for the future.

The childminder is beginning to use reflective practice to identify the strengths and weaknesses in her provision. She has started to self-evaluate her provision and is keeping a record of this. The childminder is aware of the importance of keeping her written policies up to date and to ensure parents have the latest information. She is proactive in continually improving her service. For example, ensuring paediatric first aid training remains current and undertaking further training and workshops when these are available. The childminder also meets with other childminders when they discuss training, relevant issues and compare new ideas and best practice.

Children currently attending do not attend any other provisions that implement the Early Years Foundation Stage framework. However, the childminder is aware of the importance of establishing links once children do attend to provide consistency.

The childminder is working in close partnership with parents. She speaks to them daily to discuss the activities and events children have enjoyed and to provide continuity of care. The childminder shares her early records of the children's observations and assessment with the relevant parents and they each receive a copy of all the written policies. Parents complete a questionnaire after their child has started with the childminder. This system of gathering information is to be introduced annually and the questions set will reflect the individual children cared for. The childminder intends to use the responses to support the evaluation of her provision.

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

The childminder understands the Early Years Foundation Stage Practice Guidance well. She uses her knowledge effectively to provide children with interesting and exciting activities which extend their individual learning and development. The childminder is engaged in moving the children forwards and identifying their strengths and areas for development. She is beginning to develop her use of written observations and assessments which help to fully identify children's next steps. Planning clearly links to each child's next steps and the childminder uses this information to help children progress. Children enjoy a range of age appropriate activities and the childminder is very skilled at extending their play. She asks listens to children and encourages children to think for themselves. Children have free access to the toys, equipment and resources, which encourages them to become independent. They are able to make choices and decisions about what they want to play with and take part in planned and organised activities.

The environment is totally child orientated. There are many brightly coloured pictures and posters around the room. Children play well together. They share easily and show good imaginations. The childminder extends children's learning through open ended questions, helping them to develop their language and understanding. Children are happy and involved in their play. They show a good understanding of using of simple computers and programmable toys, which helps to develop their future skills. Books are all freely accessible, enabling children to show their love of the written word and develop their pre-reading skills.

The childminder carefully considers and promotes children's welfare and safety. An emergency evacuation procedure is in place. The childminder discusses and practises this with the children, helping them to understand the importance of keeping themselves safe in an emergency. Outdoor play, regular daily walks, trips to local parks and places of local interest promote children's physical development and their interest in the local environment. These trips are all planned in advance with effective and appropriate risk assessments.

Children are learning about the importance of personal hygiene routines. They know when and why to wash their hands, such as before starting an activity where they are decorating biscuits. The childminder follows good hygiene routines and is a good role model to the children. She addresses children's individual dietary

requirements to enable their needs to be met. Children have taken an interest in growing and picking their own food. They are able to plant, grow and pick their own vegetables, fruits and herbs. This encourages the children to make healthy options about their food and understand the importance of a healthy diet.

The childminder positively reinforces children's achievements through praise and encouragement. This helps children to feel good about themselves and their abilities. Children follow the childminder's good example as they learn to respect and care for each other. This understanding is reflected in the high standard of children's behaviour. The relationship between the children and the childminder is one of closeness and respect. The children enjoy the time and experiences they have while in the childminder's care and this fully reflects in the way the children respond to her. For example, children eagerly approach the childminder for cuddles and reassurance, to which she responds with much care and affection.

## 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	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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

<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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