

Inspection report for early years provision

Unique reference number	EY433281
Inspection date	05/01/2012
Inspector	Mary Vandeppeer

Type of setting	Childminder
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E: enquiries@ofsted.gov.uk
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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 2011 and lives with her family in Tunbridge Wells, Kent. Most of the ground floor is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for five children aged under eight years, three of whom may be in the early years age group, at any one time. The childminder also provides care for children over eight years. She is currently caring for two children in the early years age group. She is able to support children with special educational needs and/or disabilities and those who speak English as an additional language. The childminder walks to local schools to take and collect children. The family has two cats as pets. The childminder attends local toddler and childminder groups. She receives support from the local authority. The childminder is registered on the Early Years Register and on both 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 provides a homely, welcoming and stimulating environment for children. She has effective processes in place to help ensure their safety and high consideration is given to children's health and encouraging them to adopt healthy lifestyles. The childminder ensures all children have good opportunities to play, learn and develop new skills. Children benefit highly from the childminder's attentive and caring approach and they are extremely settled, happy and confident. The childminder makes sure she meets children's individual care needs by engaging exceptionally well with parents. Partnerships with others involved in children's care are developing. The childminder demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- strengthen the two-way flow of information and sharing of expertise with other settings children attend, to make sure the provision complements the education and care children receive in other settings.

The effectiveness of leadership and management of the early years provision

The childminder provides a safe and secure environment, enabling children to play and explore the available resources freely. The thorough and very clearly recorded risk assessments show how potential hazards are identified and dealt with swiftly. These include information to promote children's safety during outings. The

childminder has made sure she has a good knowledge and understanding of her role and responsibilities regarding child protection and safeguarding children's welfare.

The childminder actively strives for improvement of her provision to benefit the children she cares for. She has developed an effective self-evaluation and reflective practice system which works successfully to identify the strengths and weaknesses of what she offers. The childminder is newly registered and is now planning to attend training to further improve her practice. She engages with parents highly effectively. They are in contact every day, via telephone calls, in person and through contact diaries. Parents are involved in their children's learning and play an active part in the childminder's self-evaluation providing feedback about the provision. The childminder is in the first stages of building links with other professional childcarers, including childminders and nursery settings. The childminder organises her home with high priority and good consideration regarding safety and making sure there is always sufficient space for children to play in. Children are able to use different areas and gain independence moving toys of their choosing between the areas to initiate and extend their play. Children are able to make their own play choices, alongside the activities planned by the childminder. She always ensures all the learning areas are covered. The outside play space is not always used on a daily basis but the childminder regularly includes walks and visits to local parks in her daily planning. Children benefit highly from the physical exercise and fresh air.

Regular observations are carried out on each child and the childminder evaluates and notes the outcomes for children. This results in next steps being identified well and the information is then used for individual children's future plans. Equality and diversity are promoted well. Children are valued as individuals. The childminder embraces the interests of each child; she also respects the wishes of parents, and works to ensure consistency with home routines. She shares an excellent and informative range of guidance and information with parents. They each have access to copies of her policies and procedures. Childcare related posters, documents and the Ofsted registration certificate are displayed in the play area. Other relevant information in clearly labelled files is also readily accessible. Recent parent correspondence shows they are extremely happy with the care their children receive and with the communication line the childminder has with them. This contributes well towards continuity of care and effective outcomes for the children.

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

The childminder displays a very good knowledge and understanding of the Early Years Foundation Stage requirements. She provides toys, equipment and experiences to cover all areas of learning and helps children to progress very well in their learning and gain good skills for the future. For example, the childminder provides stimulating and challenging resources and materials, helping promote the creative skills of children. The resources include positive images of diversity and

children attend regular activity groups. These practices help children become aware of the similarities and differences between people in society. She gives them good attention, talking to them and providing encouragement as they play, enabling them to develop skills such as problem-solving and early communication. Children also benefit from daily opportunities to develop physical skills, through daily outings to parks and toddler groups. The childminder supports children's welfare and learning effectively. She childminder carries out regular observations on the children. These are clearly recorded and photographs support the evaluative text. The childminder matches her observations to the expectations of development towards the early learning goals, planning for individual children's next steps. The childminder is monitoring children's development well. The childminder knows instinctively how to support children's play and actively engages with them. Children are totally absorbed in the book the childminder is looking at with them. She encourages their involvement by asking questions about the animals shown. This allows children to be creative and help develop concentration and early language skills. The childminder also provides opportunities in children's play to encourage an awareness of number concepts.

Children show they really enjoy being with the childminder. They demonstrate their close relationship with her and are comfortable and settled. The childminder praises children positively, affirming their achievements as they explore and play. This helps their self esteem, confidence and gives them a strong sense of belonging. The childminder is warm, fun and caring towards all the children. All children show a very strong sense of security and clearly feel safe when with the childminder. The high quality interaction and excellent routines mean children trust her to meet their needs; they look to her for guidance and help, as required. Children laugh and chat enthusiastically, enjoying their play together. They are extremely confident in communicating their thoughts and show great responsibility in their respect for others.

Effective hygiene routines are encouraged at all times. All children, even the younger ones, learn to wash their hands and develop an early understanding of good personal care. This excellent practice also helps to prevent the spread of infections. Children demonstrate they are well informed about healthy living and have ownership of their own well-being. Snacks, meals and drinks are usually provided by the childminder. Parents are welcome to provide packed lunches if they wish. The childminder organises her time so that she is able to pre-prepare fresh food. Children benefit from the nutritious and balanced food provided. They are also preparing to plant a few vegetables, such carrots and tomatoes, this spring, extending their knowledge about healthy living and sustainability.

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	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	1
The extent to which children adopt healthy lifestyles	1
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