

Inspection report for early years provision

Unique reference number	EY431251
Inspection date	10/01/2012
Inspector	Rebecca Khabbazi
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 registered in 2011. She lives with her three children aged one, four and six-years-old. The family live in a three bedroom house in a residential area of Dartford, Kent. The ground floor and first floor of the house are the main areas used for childminding. A garden is available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for three children under eight, one of whom can be in the early years age group. There are currently three children on roll, one of whom is in the early years age range. The childminder also cares for three children who are over eight years old. 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 offers a welcoming, inclusive environment where children are safe and well cared for. Effective partnerships with parents and others overall, ensure that children's individual needs are met and they make good progress in their learning, given their age, ability and starting points. The childminder is well-organised and most paperwork is well-planned, comprehensive and up-to-date. The childminder has a strong commitment to continual improvement and regularly reflects on the service she provides in order to identify priorities for future development.

What steps need to be taken to improve provision further?

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

- develop further the two-way flow of information with other providers offering the Early Years Foundation Stage, by sharing information about children's next steps for development to ensure continuity and progression
- obtain written parental permission for all children to take part in outings

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. The childminder has a clear understanding of her responsibilities towards the children in her care, and knows what to do if she is worried about a child. She conducts careful risk assessments of the home, garden and any outings, so that children can play safely. She is pro-active in reviewing these assessments if any changes occur, such as, reviewing arrangements for the school run as the evenings become darker and introducing

reflective bands to improve children's visibility. The childminder's home is well organised and she makes good use of resources to create an interesting learning environment. Children have space to play and can easily access a wide variety of good quality play materials that are suitable for their age and needs.

The childminder works closely with parents to make sure that she has a good understanding of each child's background and needs. She adapts activities as appropriate according to children's needs, interests and ability, so that equality and diversity are effectively promoted. Parents are kept well informed through daily discussions, a diary and regular progress reports. They are very happy with the care provided and appreciate the childminder's caring approach. The childminder discusses all arrangements for children's care with parents as appropriate. Most agreements made are confirmed in writing, although written consent to take children on outings is not yet in place. The childminder has good relationships with other providers where children attend more than one provision. For instance, she talks to them about day to day issues and takes account of their topics and themes when planning activities. However, systems for sharing information about children's progress and development are not yet fully developed.

The childminder makes good use of feedback from parents and children to monitor and evaluate her provision. For instance, she introduced a visual menu planner following feedback from older children at the setting. She regularly reflects on her practice and actions taken are well chosen to improve outcomes for children, such as introducing more opportunities for children to develop self-care and independence skills, or reviewing the use of space in the home.

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

Children make good relationships with the childminder and each other. They settle quickly and show a strong sense of belonging as they move confidently and safely around the home, putting their coat on their peg or finding their own towel in the bathroom. They grow in independence as they help themselves to toys and play materials. They learn to keep themselves safe when they remember to sit carefully on their chair, talk about road safety or take part in a fire drill. They adopt simple good hygiene routines when they wash their hands before they eat or before decorating biscuits. Children benefit from healthy, freshly prepared meals and snacks that meet their nutritional needs. They enjoy making ham sandwiches for their lunch, choosing apple slices, banana and blueberries to go with it. They play outside every day as part of a healthy lifestyle, having fun practising their physical skills on the climbing frame, or running around playing ball games in the park.

Children take part in a wide variety of activities and experiences that support their development across all areas of the curriculum. The childminder knows children well. She makes effective use of her observations of their achievements to plan activities that build on their interests and skills. This helps them make good progress towards the early learning goals. Children's early communication skills are fostered when they share stories and books, write a shopping list during a game,

and join in discussions and conversations. They solve simple problems when they share out the gingerbread men and count how many buttons they have altogether. They learn skills for the future when they take pictures with digital cameras and then print them out, or use the computer to look up simple information. Children use their imaginations when they draw and paint, make models with play dough or create icing patterns when they decorate their biscuits. They find out about the world around them when they plant and grow vegetables in the garden, or try noodles for Chinese New Year. Children are well occupied and stimulated throughout the day and benefit from a well planned routine that is based around their individual needs. They enjoy their time at the setting.

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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