

Inspection report for early years provision

Unique reference number	EY432757
Inspection date	10/01/2012
Inspector	Jenny Kane
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 has been registered since 2011. She lives with her husband and five children in the Park Farm area of Ashford. The ground floor of the childminder's house is used for childminding, with access to an upstairs bedroom for sleeping. Children have access to a secure enclosed rear garden for outside play. Schools, pre-schools, toddler groups, shops and parks are within walking distance. The family has no pets.

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 a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding two children in this age group. The childminder does not provide overnight care.

The childminder supports children who speak English as an additional language. She attends the local childminder support 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 enjoy positive relationships with the childminder who has a good knowledge of their individual needs and backgrounds. She is qualified, experienced, and has a good understanding of the Early Years Foundation Stage and how children learn through play. As a result, children are making good progress in their learning and development. The childminder has a professional approach and successfully provides an inclusive and welcoming service for children and their families. Most of the required documentation is in place. Partnerships with parents/carers and other providers are becoming established and the childminder meets the needs of all children in her care. Evaluation is effective and achievable, demonstrating the childminder's clear capacity for continuous improvement and building on existing strengths.

What steps need to be taken to improve provision further?

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

- develop further the systems for sharing written information about children's progress with parents and other providers involved in the care of the children
- extend the record of risk assessment to include regular outings.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of child protection and safeguarding issues. She has a clear awareness of her responsibilities and shares her policy with parents so they understand her role. The childminder has the safety and welfare of the children high on her agenda. She maintains a safe and secure environment and carries out daily checks of the equipment and areas of her home used by the children. The childminder keeps a clear written record of her home risk assessment, as required, but has not fully considered the benefits of extending this to include assessments for outings. Children learn about their own safety during everyday activities and routines. For example, they help to clear away toys after play and understand about keeping their environment safe. They also take part in fire drills so they know how to leave the building quickly in an emergency. Children are involved in recycling projects and the childminder is working to be as sustainable as possible, for example, by sending documents via electronic mail.

The childminder is well organised, has all the necessary documents to hand, and provides clear and professional information about her service. Partnerships with parents and carers are good. The childminder strives to provide a supportive and inclusive service for all children. Parents share information about their children with the childminder when their children first start. Ongoing discussions and telephone contact keep parents up-to-date with what children have done during the day. Contact books back up this information. The childminder is keen to establish parental views about her service and plans a questionnaire. Some children attend pre-schools, and she is developing links with these providers. As yet, the childminder does not share written assessments or information about children's progress. This means she is unable to build on what children are already doing within the Early Years Foundation Stage at other settings. However, the childminder has good verbal communication and is very keen to work in partnership with others.

Children play in an environment which is conducive to their learning. They have access to a good range of toys and equipment which are displayed well and are easily accessible. Several of these reflect diversity and positive images and there are signs and posters in dual languages. Children's knowledge of the wider world is developing well through the many celebrations, topics and festivals celebrated. Although the childminder is not currently caring for children with special educational needs and/or disabilities, she is confident in her ability to care for children with a range of abilities and needs. The childminder's commitment to her personal development is good and she sees the value of additional training to update and refresh her childcare knowledge. She has a well established support network in place with other childminders, and attends various groups and meetings. The childminder uses self-evaluation to identify her strengths and areas for improvement. Although newly registered, she has already made several improvements to her service. Her plans for the future are well underway and she demonstrates a high commitment to continuous improvement.

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

Children are happy, settled and attached to the childminder, and clearly enjoy their time in her care. The childminder has a good knowledge of the Early Years Foundation Stage framework and a clear understanding of the six areas of learning. She has effective systems for planning and assessing activities, which are based on children's interests and abilities. Consequently children are achieving well and developing their skills for the future. Having established children's starting points when they first start, the childminder carries out an initial assessment for each child, which she uses as the basis for her observations. These observations are noted in the children's individual development folders, which hold photographs, samples of work and clearly show their next steps. Although these development records are available to the parents, they do not look at them on a regular basis. However, the good verbal communication ensures that parents are informed about their children's achievements. Overall, records show children are making good progress towards the early learning goals in relation to their starting points.

Children play and cooperate during play. They move around their environment choosing what they do and making decisions for themselves. Their independence is fostered well by the childminder, and she allows them time to explore and work through minor incidents such as, for example, when two children both want the same toy. Children benefit from the childminder's positive approach and her use of explanation and gentle reminders to manage unwanted behaviour. As a result children's behaviour is good. Children are developing good communication skills. The childminder encourages speech by listening well and speaking clearly. There are a good range of books and children visit the library regularly. Signs and displays help children's word recognition. Children also enjoy interactive books, which help develop their technology skills. They sit together with the childminder and discuss the story, which is about cooking. They remember that earlier they had made chocolate cakes and discuss how they made them. Children enjoy being creative and there is a good supply of mark-making materials, paper, paint and craft resources readily available. Some of their work is displayed on the walls. They also have access to musical instruments, dressing up and role play. Children use mathematics during everyday activities and routines. For example, during lunch they talk about the colours and shapes of the food. Later they count, sort and grade the small bricks. The childminder encourages the children to take photographs of their creations and children use the digital camera confidently.

There are good opportunities for children to develop their physical skills. They enjoy playing in the garden, going for walks to the park and outings in the local community. This helps children to understand about fresh air and exercise as part of a healthy lifestyle. Children regularly mix and socialise with other children on visits to toddler groups, leisure centres and wildlife parks. On these trips the childminder is well organised, carrying good supplies, first aid kit and emergency cards for all the children. Children are developing good self-care skills and understanding of healthy eating. They understand why they wash their hands before sitting down to eat. Children receive a good range of nutritious, freshly prepared meals and snacks provided by the childminder. At lunch, children sit

together at the kitchen table; their manners are good and they use the cutlery well. While they eat, children notice the sun coming through the window. They go on to discuss with the childminder the importance of the sun for the growth of plants and living things.

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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