

## Inspection report for early years provision

---

|                                |             |
|--------------------------------|-------------|
| <b>Unique reference number</b> | EY340200    |
| <b>Inspection date</b>         | 10/01/2012  |
| <b>Inspector</b>               | Jan White   |
| <b>Type of setting</b>         | Childminder |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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 was registered in 2006. She lives with her family in Folkestone, Kent. The whole ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play. The bathroom is on the first floor level. The childminder walks or drives to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has two cats.

The childminder is registered to care for a maximum of four 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 caring for two children in this age group. She also offers care to children aged over eight years to 11 years. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of an approved childminding network and is currently in receipt of funding for early education for three and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of children's individual requirements to support their learning. Overall, most systems are in place to obtain the required permissions and share information with parents and Ofsted. The childminder actively works in partnership with parents and is aware of the need to work together with other professionals, as required. Children are progressing well given their ability and starting points. This is because the childminder offers a good range of activities and supports children's understanding of the wider world. This means that activities are planned to aid children's future learning and to reflect their interests. The childminder's capacity for continuous improvement is good. She uses self-evaluation effectively to identify areas for future development and responds successfully to the needs of the children and parents.

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

To meet the specific requirements of the EYFS, the registered person must:

- obtain written permission from parents for seeking emergency medical advice or treatment. (Safeguarding and promoting children's welfare) 24/01/2012
- ensure that all records relating to childcare activities are readily accessible and available for inspection at all times. (Documentation) 24/01/2012

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

- expand further the use of children's ongoing observations to extend their unique learning records.

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

The childminder has a competent understanding of how to safeguard children and actively promotes their welfare and safety. She has good procedures in place in the event that she has concerns about a child's well-being. The childminder has reviewed and updated all her policies including the complaints and safeguarding children procedures. All children's records are securely stored and confidentially maintained. The childminder has not obtained the required written permission to seek emergency medical advice or treatment on the child's behalf and this is a legal welfare requirement. As a result, the necessary permission to take prompt action in the event of an emergency is not available. The childminder describes a clear emergency evacuation procedure to make certain this is effective and to familiarise the children with this safety action. She demonstrates how she carries out risk assessments and is vigilant in her supervision of the children. However, she is not able to produce her risk assessment records. This means that not all records relating to childcare activities are readily accessible and available for inspection at all times and this is a legal welfare requirement.

Resources are deployed well to meet the needs of children. Storage containers and resources are labelled with words or pictures so that children can choose their preferred activities. The childminder actively encourages children in routine experiences, such as setting up and tidying away. This means that children are actively gaining independent skills and learn to maintain a safe play environment. The good quality resources are suitable for the children's ages and stages of development. She uses space, time and resources successfully to support children's learning and development. The childminder is motivated and is taking steps to make sure resources and the environment is sustainable.

The childminder attends a range of courses to promote her knowledge and understanding of current child-care practices. She has an effective knowledge of equality and supports children's understanding of diversity through the daily activity plans. Children's individual background needs are discussed with the parents. All children are valued as individuals and no child is disadvantaged. As a result, all children are treated with equal regard and each family is supported according to their particular circumstance.

The childminder has a good capacity to maintain her continuous future improvement. She assesses her practice and provision through self-evaluation. The childminder has an accurate awareness of the strengths of her provision and her plans for improvement are well targeted. She is committed towards improving her childcare knowledge to keep herself up to date with recommended practice. The childminder actively promotes two-way communication with the parents. She engages well with them through verbal discussions and effectively uses the

learning and development records to keep parents informed. The childminder regularly consults with parents regarding the service she provides. Parents are highly complementary about the childminder's provision, praising the wide range of activities offered. There are currently no children on roll who attend other settings or need support from other agencies. The childminder describes a good process to build links and work in partnership with any other settings if the need arises.

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

Children show that they are settled, comfortable and display a strong sense of belonging and security. They demonstrate a strong relationship with the childminder. Children freely choose to make a robot from the recycled materials. They are excited as they mix together different colours to paint their model. Children enjoy investigating and explore as they experiment using resources in different ways. For example, they use everyday objects to build a car. Children have access to a good range of quality equipment and play with familiar toys as they join in activities which they really enjoy, such as being creative or role-play. Children listen to and enjoy the rhythmic pattern of the story as the childminder introduces new vocabulary and encourages their developing communication skills. The childminder makes good use of unplanned situations as she successfully links children's individual ideas by asking questions. For example, together they read a familiar story and children predict what happens next.

Children's understanding of how to keep themselves safe as well as having a healthy lifestyle consistently promotes their future well-being. They have many occasions to be active or to take part in quieter activities. This means that children consistently develop an understanding about the importance of rest and exercise. Children have daily opportunities for physical and robust play as they use the garden or have frequent outings to local parks and play areas. As a result, children have many opportunities to develop their larger muscles. Children's health, physical and dietary requirements are well met. They are provided with healthy snacks and the childminder talks to them about the benefits of healthy eating. Drinks are regularly offered and children can easily help themselves to their cups if they feel thirsty. Children describe how they cross roads safely and the procedure to evacuate the premises in an emergency. They are provided with an individual coloured towel when they wash their hands downstairs.

Children's routines and developmental starting points are discussed with parents and effectively used to develop the planning of activities. Their individual needs are consistently promoted and supported by the childminder as she uses information gathered from parents on a daily basis. Children's observations are used to assess their progress towards the early learning goals of the Early Years Foundation Stage. The record of achievement covers all six areas of learning and also identifies the next stage for their development. The childminder records the weekly plan of activities to promote child-initiated and adult-led activities to fully cover all areas of learning. She is continuing to expand her system to develop children's unique stories in order to provide parents with a more comprehensive record of

children's achievements. Children's independence is encouraged as they learn to tidy away, such as washing up the paint pots. Children develop a good understanding of environmental issues because the childminder explains the importance of not using the car for short journeys or as they recycle unwanted items into different bins.

## 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                                     | 2 |

### 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>            | 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                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### 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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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 |
|--|-----|