

## Inspection report for early years provision

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<b>Unique reference number</b>	EY364126
<b>Inspection date</b>	17/01/2012
<b>Inspector</b>	Claire Parnell

<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 was registered in 2007. She lives with her husband and three children, one of which is in the early years age range, in Borough Green, Sevenoaks, Kent. All areas of the property are used for childminding and there is a fully enclosed garden for outdoor play. The childminder is registered to care for a maximum of four children at any one time and is currently minding three children on a part-time basis. She is registered on the Early Year Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family does not have any pets.

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

Overall the quality of the provision is good.

The childminder recognises the uniqueness of each child and provides a caring support so that no individual is disadvantaged. The childminder gives a very high priority to safeguarding children. Children are progressing well due to the childminder's knowledge of how individual children develop and achieve, although this is not always reflected in the planning of activities. The childminder's capacity to improve is good. Although the self evaluation system is in its infancy, the childminder can clearly identify her strengths and the areas for further improvement. The childminder has very positive and professional relationships with both parents and other settings, helping to enhance the continuity of care and learning for children

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

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

- develop the self evaluation system to further improve the outcomes for children
- further develop the planning systems to incorporate individual children's learning intentions.

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

Children's welfare is very effectively safeguarded. The childminder's robust risk assessment for all aspects of care ensures the premises are safe and identified hazards on outings are minimised. The childminder actively encourages conversations with children about safety, to help them to understand about keeping safe. For example, children talk about what will happen if they run and slip

in the house. The childminder has a very clear understanding of her responsibility of protecting children from harm and is fully aware of steps to follow if concerns arise. Very thorough policies and procedures are effectively implemented to provide children with a safe, secure, healthy and stimulating environment. Children are supervised well out of the house to ensure un-vetted people do not have unsupervised access to children.

Children have access to a good range of resources, either accessible on low level shelves and boxes, or by using a pictorial aid to show children what is kept in the higher cupboards. The childminder uses updated knowledge well to resourcefully change her practices to improve outcomes for children. She understands the importance of supporting children's home backgrounds and has a thorough knowledge of children's cultures, family backgrounds and languages spoken at home. These are well supported, through gestures, pictorial aids and resources reflecting positive images. The childminder provides resources that positively reflect today's society, helping children to gain an understanding of people's differences.

The childminder has a clear vision for the future regarding the development of her practices. She has completed a level three qualification and has attended workshops to update her knowledge in childcare and learning skills. The childminder has successfully completed all the recommendations from the previous inspection and is beginning to develop a self evaluation system to demonstrate the effectiveness of her service.

The childminder has excellent relationships with both parents and other settings. Parents are actively involved in evaluating the care of their children through annual questionnaires. The childminder takes on board any comments to make positive changes. Parents receive both written and verbal information on a daily basis and they are encouraged to share information from home to influence the future planning of children's development. Parents have access to a wealth of written information within the childminder's portfolio, including numerous references from past parents. The childminder works closely with the key person from the local preschool where children attend. She shares information about children's achievements and uses their information well to inform the planning of children's next steps. Therefore, children's development and care at both settings is consistent and continual.

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

The childminder supports children's learning well. Children are very settled and familiar with the childminder's house and her ways of caring and encouraging their development. The childminder has a very calm and friendly attitude towards the children, which supports their high levels of confidence and self esteem. Children are actively engaged in activities through suggestion and effective questioning. Questions are directed at individual children, challenging their understanding and curiosity. For example, the childminder talks to individual children about what the

soap flakes look like. One child replies that it looks like a snow ball, the other states that it smells like wheat. The childminder is quick to use this information to ask other questions about their experiences. Children use complex language to express their feelings, describing how the flakes feel and whether they like it or not. Children's decisions to not play with the materials any longer are supported well by suggestions to look in the resources book for some ideas. One child decides to use the tractors and diggers in the soap flake mixture, commenting on the tracks that it makes.

Children learn to compare and measure by the effective use of mathematical questioning throughout their play. Children constantly refer to positional language such as 'under' and 'on top of', as well as using numbers to recognise their ages and comparing their ages. One child frequently reminds the other that they are now three and no longer two, showing an understanding of amounts. Children demonstrate an increasing development within their imagination. The childminder cleverly provides resources, such as a netted canopy, to introduce the idea of an 'ice cave'. Children introduce animals from cold weather, such as cuddly huskies and polar bears, acting out role play of hiding in the caves with the animals. Children have excellent social skills, helping each other within their play and supporting each other's learning by reminding each other of past experiences. They negotiate and co-operate well within their play and show a sincere love for each other. All of these experiences and activities support children's skills for the future.

Children's development is effectively planned for, observed and assessed through a robust system to support their progress towards the early learning goals. The childminder knows the children extremely well and cleverly differentiates through support and questions. However, the planning of activities does not always reflect individual children's learning intentions.

Children's health is promoted very well. Children have constant reminders about good hygiene practices and are given very clear and easily understood explanations as to why they must wash their hands before eating and after toileting. Children have access to their own coloured towels to dry their hands and faces and are encouraged to learn to use the toilet independently. Children are asked about what they want to eat at snack time, helping them to understand about making healthy choices. Children select from an extensive range of fruits and talk to the childminder about what they like and dislike. The childminder encourages children to try new tastes and asks for explanations as to why they don't like it. Children access fresh air every day and are encouraged to explore the space outside in the childminder's garden. The childminder has designed her garden to promote as much freedom, independence, choice and safety as possible.

Children's behaviour is exemplary. They show respect and care towards each other, with close and loving relationships towards the childminder and her family, especially her young baby. The childminder is quick to intervene when squabbles occur and children are quick to positively respond to her discussions about caring for each other. The childminder acts as a very positive role model, encouraging children's use of good manners and respect towards each other.

## 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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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

<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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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