

Inspection report for early years provision

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Inspection date	06/02/2012
Inspector	Joanne Wade Barnett
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 was registered in 1998. She lives with her three school age children in Tonbridge, Kent. The whole of the ground floor and one upstairs bedroom of the family home are used for childminding. There is a fully enclosed garden for outside play. The family has a pet dog and two hamsters.

The childminder is registered to care for a maximum of six children at any one time. She is currently minding two children within the early years age range. She also offers care to children up to 11 years. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder drives or walks to local schools to take and collect children. She also attends the local toddler group. She 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 play happily in a generally safe, secure environment where their individual needs are met. Overall, they engage in a broad range of activities and experiences and make generally good progress in all aspects of their learning and development. The partnership with parents is well developed with parents kept effectively informed about their child's daily routine and activities. However, this is not fully embedded with the learning records. The childminder is motivated and enthusiastic about providing good quality care and has attended relevant training courses to support her practice. The childminder has addressed all recommendations from previous inspections. She evaluates her provision and promotes good continuous improvement of her services and outcomes for children.

What steps need to be taken to improve provision further?

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

- encourage parents to review their children's progress regularly and contribute to their child's learning and development record.
- improve the record of observational assessment to monitor children's progress effectively to further support planning for the next steps in children's learning and development
- improve the risk assessment so it covers everything with which a child may come in contact, such as the stairs in the garden

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of how to keep children safe while in her care. The childminder implements her safeguarding policy well and understands the procedures to follow should she have any concerns about the welfare of a child. The childminder has carried out a risk assessment of her home and for outings, reflecting her good understanding of health and safety issues. However, some aspects of the house are not included on the risk assessment, such as the stairs in the garden. She organises the toys and resources effectively to enable children to play in a safe, secure environment. Storage containers of toys are at child height to encourage them to make choices in their play. Children play with a good range of resources which are well maintained and suitable for them. They access toys easily and move around freely, playing in the dining room or the lounge, using the messy activities. Resources, such as small world characters and posters, reflect positive images of the diversity of people within the community.

The childminder is enthusiastic and well motivated to provide a good service to all the users of her setting. She constantly seeks parental views through verbal discussion and makes changes to children's care to ensure their interests and needs are met. The childminder has a good understanding of each child's background and individual needs, enabling her to provide appropriate support and learning opportunities. The childminder demonstrates a clear awareness of her strengths and generally has well-targeted plans for improvement which are likely to result in further improved outcomes for children.

Partnership with parents is very positive and the childminder helps to ensure each child's needs are met. She shares information about her provision at their first meeting and promotes ongoing, two-way communication. She regularly obtains parents' views through verbal discussion to ensure her practice meets the families' and children's needs. The children's individual assessment files provide parents with good information about their child's achievements and daily activities. This promotes continuity of care for the children and ensures their welfare is given high regard. However, children's assessment records are not shared on a regular basis to enable parents to fully contribute to this record. Parents receive a set of written policies and procedures to keep them informed of the childminder's responsibilities. Parents are extremely satisfied with the care the childminder offers and feel their children are made to feel like one of her family. The childminder understands the importance of establishing partnerships with outside agencies and other providers who share care, to meet children's needs. This is in the process of being fully embedded into the childminder's practice.

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

Children appear settled and comfortable and have very good relationships with the childminder. Children show fascination as they paint snow pictures and use a

variety of art resources to stick on their pictures. They explore their environment, learning about cause and effect as they push buttons on simple push-along toys. They show real enjoyment as they use building bricks to build towers. Puzzles, construction and small world toys further develop children's language and their hand and eye co-ordination. Children move around the room using their senses to explore the different resources and learning new skills as they dress up as a police officer. The childminder offers lots of praise and encouragement to support children's confidence and sense of belonging. The childminder continually provides support and guidance, using good questioning skills to encourage the children to think and develop their knowledge and understanding. The childminder makes observations to assess children's progress and has a growing knowledge of where each child is in their learning and development. Written documentation relating to assessment does not help her to monitor their progress effectively to further support planning for the next steps in children's development.

Children develop a good understanding healthy lifestyle. They have daily opportunities to benefit from fresh air and exercise, take walks in the park, and go on special days out or visits with other childminding groups in the community. Meals are supplied by the parents, with healthy snacks provided by the childminder with conversations about what foods are good for them and why. Good hygiene procedures are encouraged and children learn the importance of personal care routines. They wash their hands before eating, and tissues are available for them to wipe their noses. A sick-child policy informs parents when not to bring children to the childminder's home, helping to protect all children from infection. They use a good variety of large play equipment, developing their physical skills, co-ordination and balance well.

Children are valued and respected within the childminder's home, regardless of background or ability. Children show they feel safe as they approach the childminder for support and happily talk while enjoying her participation. The childminder talks to children about keeping themselves safe when walking around the house and negotiating toys left out. Children behave extremely well and are fully aware of the expectations of the childminder. She talks to them about what they would like to play with and helps to support their confidence and social skills through good interaction. Children's progress in communication, literacy and skills relating to communication technology is developing well. Very young children are active, inquisitive learners, and develop good skills to support them in the future.

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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