

## Inspection report for early years provision

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<b>Unique reference number</b>	EY433773
<b>Inspection date</b>	02/02/2012
<b>Inspector</b>	Cilla Mullane

<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.

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## **Description of the childminding**

The childminder was registered in 2011. She lives with her husband and two children in a residential area of Maidstone, Kent, There is a fully enclosed garden for outside play. The toilet is on the first floor.

The childminder is registered to care for no more than four children under eight years; of these, no more than one of may be in the early years age range at any one time. She is currently caring for one child in the early years age range on a part time basis. She is also registered on the compulsory and voluntary parts of the Childcare Register to offer before and after school care to children aged between five years and 11 years. There are currently four children in this age group attending (two of whom are still in the early years age group).

The childminder takes children to and from the local school.

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

Overall the quality of the provision is good.

Children make good progress and very much enjoy learning through play, as the childminder is skilled at planning fun activities which meet their individual developmental needs. Children are valued as individuals, and she helps all to reach their full potential. Children's welfare is well promoted, and her caring attitude ensures that their emotional needs are well catered for. Resources are stimulating and challenging, and carefully chosen according to each child's needs and interests, although she has yet to develop a full range of outdoor resources. Partnerships with parents and other professionals who work with the children are strong, resulting in consistency of care and progression, although links with schools attended are less well established. The childminder is professional, and shows a good ability to think critically about all aspects of her childminding provision, which results in continuous improvements which benefit children and their families.

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

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

- share relevant information with all the settings that children attend, to promote effective continuity of care and progress in their learning
- develop the outdoor area to offer more free access, and to reflect and complement the indoor environment and provision of activities

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

The childminder is very well organised, and despite being registered for a short time, the childminder has compiled all the necessary documentation to a good standard. All safety and hygiene procedures are clearly recorded and well implemented to keep children safe. Furthermore, activities encourage children to look after their own personal safety.

Children in the early years age range who attend after school have good opportunities to learn about our diverse society. For example, they celebrate Australia day and find the country on a globe, and then enjoy imaginative activities such as trying to imitate Aboriginal art. The childminder has a good understanding of working with children who have special educational needs and/or disabilities. She works very well in partnership with other professionals to meet their needs.

The childminder uses ongoing self evaluation to monitor and improve her practice and provision, and takes into account children's views. For example, she has found that the lack of space limits the amount of toys she can set out daily. She is keen to offer children opportunities to self-select and initiate their own play, so she has compiled a picture book of other resources available, from which children can choose. Her plans for future development are realistic and challenging, and are well targeted to improve outcomes for children. For example, she plans to invite the children to make up the house rules, to increase their sense of belonging and to promote good behaviour. The childminder is ambitious, and keen to improve her practice, and has already enrolled on relevant training courses.

Although resources are slightly limited due to space restrictions, the childminder ensures that those available are very much tailored to children's individual developmental needs and interests. She has made a box of interesting sensory toys, such as bottles filled with water and glitter, and a colander with fabrics of different textures attached to encourage the youngest children to learn using all their senses. She does not use the garden much, and this is an area she intends to develop.

Useful and relevant information about children's days and achievements is included in a communication book, so parents are well informed and equipped to children's activities and build on their progress at home. Parents' letters show that they very much respect the childminder's professional attitude to her work.

Where children in the early years age range attend school, the childminder maintains communication books to contribute to continuity of care, but she does not yet liaise fully with the schools to find out about children's progress and development.

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

Babies and toddlers make good progress from their starting points. The childminder has a good knowledge of the children's individual developmental needs, and uses her observations effectively to plan exciting activities which interest children and build on what they already know. The childminder also cares for school aged children who are still in the early years age range. The care they receive complements the structured school day well. She is very much led by children's interests, and plans fun activities accordingly, ensuring that they continue to learn through their play. For example, they learn about the natural world as they collect worms in a bucket. They practice writing skills as they note down the recipe for making cakes.

Babies and toddlers show that they feel very safe in the childminder's care. They make frequent eye contact, vocalise and laugh with the childminder as she interacts warmly with them. They lift their arms to be picked up, and happily snuggle up to the childminder. Babies are beginning to develop the skills which they will need for their future learning. They show an interest in exploring their surroundings, they vocalise and interact with the childminder, and make good progress in their physical coordination and confidence.

The older children in the early years age group learn about good health and the importance of personal hygiene through role play. For example, during a game where they pretend to practice first aid and bandage on each other and the childminder, they talk about how one needs to use disposable gloves 'so we don't get messy with blood'. Babies and toddlers show that their physical needs are met. They are content, happy and relaxed. Babies' physical development is encouraged well, and they make good progress.

## 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	3
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

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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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met