

## Inspection report for early years provision

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<b>Unique reference number</b>	115214
<b>Inspection date</b>	09/02/2012
<b>Inspector</b>	Jane Wakelen

<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 registered in 2000. She lives with her husband and children aged 12, 10 and six years in Yalding, Maidstone. The downstairs of the home, with exception of the kitchen, is used for childminding. The family have a pet dog.

The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time, of whom three may be in the early years age range. She is currently minding seven children in this age group. She also offers care to children aged five to 11 years.

The childminder takes and collects children from school and pre-school. She is currently studying for the National Vocational Qualification (NVQ) level three.

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

Overall the quality of the provision is good.

The childminder has a well developed knowledge of the requirements for the Early Years Foundation Stage. She provides a safe and secure environment with good quality care. Overall, there are stimulating play opportunities for children but the provision of signs and symbols are fairly limited. The childminder uses observation and assessment to monitor children's progress. However, occasionally activities do not challenge all children and areas of learning are not always given equal consideration. The partnerships with parents and other agencies is exemplary providing excellent support for children. The childminder is committed and motivated to promoting outcomes for children and capable of good continuous improvement.

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

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

- build on existing planning to provide experiences and activities that are challenging but achievable for all children, ensuring all areas of learning are given equal consideration
- plan an environment that is rich in signs, symbols, notices, numbers and words taking into account children's different interests.

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

The childminder has a good knowledge of protecting children and is committed to promoting their safety. Arrangements for safeguarding children are thorough with all the relevant documentation in place, including an effective written policy. The childminder reviews her information on a regular basis and has attended training in this area. She carries out good risk assessments and reviews these regularly to help ensure children play in a safe environment. The risk assessments include outings and the outside play space.

The childminder actively promotes equality and diversity. She provides an exciting range of activities that support children's understanding of different cultures and celebrations. For example, children made a dragon for Chinese New Year and decorated cakes with a Scotland flag for Burns Night. All children are included and made to feel welcome, safe and confident. Children use a good range of resources reflecting diversity including small world toys, baby dolls, books and jigsaws. All resources are easily accessible and well maintained. Children make informed choices and lead their play, selecting their favourite toys. The childminder ensures children are stimulated and engaged in activities by rotating toys on a regular basis.

The highly positive relationship between parents and other providers is excellent and fully supports children's learning and development. Parents are given extensive information about their child's progress through daily diaries and learning journals. They are fully included in contributing to these records, which are also shared with other providers caring for the child. This excellent process fully supports children's well-being and provides continuity of care, helping children flourish. All policies and procedures are given to parents and their consent requested for aspects of care relating to children's safety. The use of questionnaires and daily verbal discussion contribute to monitoring the provision and informing decisions.

Through self-evaluation the childminder has identified and has a good understanding of her strengths and areas to develop. She is committed to promoting good outcomes for children and is due to start training towards an early years qualification. The childminder constantly reviews her provision, making changes where necessary and evaluating her provision to promote outcomes for children. The childminder is enthusiastic and keen to extend her knowledge and skills to further develop her practice, promoting continuous improvement.

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

Children are very well settled with the childminder, who has a good knowledge of each child. She places great emphasis on the settling in process for all children, supporting their confidence and feeling of security. She plans a mix of adult-led

and child-initiated activities each week. She selects a variety of toys daily, placing these around the room to introduce children to different resources. Children are able to select any of these or make further choices from toys stored in the dining room. The childminder carries out regular observations of children's development and links these to the areas of learning. However, some planned activities do not adequately challenge some children, resulting in their attention not being fully engaged. The childminder has a good awareness of the six areas of learning but planning does not always give equal consideration to each area.

Children have good opportunities to learn the importance of living a healthy lifestyle. They experience daily opportunities to benefit from fresh air, during walks in the orchard or visits to the park. A good range of large play equipment in the garden, park and the pre-school helps children develop well in their physical development. Thorough hygiene routines are implemented and children understand the importance of washing their hands after using the toilet, stroking the dog and before eating. These good procedures are fully supported by the childminder during nappy routines and general house safety to promote children's well-being. Healthy snacks and meals are provided by parents supported by regular discussion with the childminder. The childminder discusses with the children which foods are healthy and they have opportunities to plant vegetables.

Children gain a good understanding of keeping safe. The childminder talks to them about stranger danger and road safety when on outings. The children understand why they must hold hands and stay close to the childminder while out and about. They are reminded how to handle tools, such as scissors, enabling them to take controlled risks. Children take turns to wash their hands and learn why they should not push one another. They are told about the importance of sitting on chairs properly. Children behave well and understand the simple written house rules. They learn to share toys and take turns, building good relationships with the childminder and each other. Children have opportunities to meet explore their local community at play centres, parks and pre-school.

Children play well together. They make choices about what to play with and show good independent skills as they move around Children's progress in communicating, literacy and skills relating to information and communication technology is developing well. They read stories with the childminder, choosing their favourite books and extending their language with new words. Everyday activities promote number but there are limited words, signs, notices or numbers within the environment. Most children are well equipped with skills they need to secure future learning.

## 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	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	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