

Inspection report for early years provision

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| Unique reference number | EY432029 |
| Inspection date | 15/02/2012 |
| Inspector | Beryl Witheridge |
| 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 2011. She lives with her partner and one pre-school aged child in Gillingham, Kent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time of whom two may be in the early years age group. She is currently minding three children, part time, of who two are in the early years age range. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks and/or drives to local schools to take and collect children. The childminder attends the local parent/toddler and childminding group.

The childminder occasionally works with another registered childminder and minds from her co-childminder's house. The co-childminder's husband and two children live at the property. The childminder is registered for a maximum of five children, of whom two may be in the early years age group. When working with her co-childminder, together, they may care for a maximum of seven children, of whom five may be in the early years age group.

The childminder can support children with special educational needs and/or disabilities. 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.

The childminder demonstrates a secure knowledge of the unique needs of each child she cares for. Children's safety and well-being are promoted well because the childminder has a thorough understanding of the welfare requirements and acts upon these. The childminder provides a professional and positive partnership with parents which help her to meet the individual needs of the children. She is beginning to use self-evaluation and reflective practice to identify strengths and weaknesses of her service. This shows a capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder knows and understands her responsibility towards safeguarding the children in her care. She has undertaken recent safeguarding training. The childminder is clear about signs and symptoms which would give her concerns and know who to contact regarding them. She has a written safeguarding policy which she discusses with the parents and they have their own copy. A comprehensive range of risk assessments is held for inside and outside the home and outings. She maintains direct supervision of the children in her care at all times and visitor details are checked. These procedures all help towards maintaining children's safety and security. Emergency evacuation plans are in place and practised regularly and at different times of day so children know, without hesitation, how to keep themselves safe. A register accurately records the arrival and collection of the children in her care.

The required records and documentation are available and these provide all the necessary information for the ongoing support of individual children. The childminder is effective in gaining permission for medical emergency advice or treatment. Accident and medication records are maintained clearly.

Resources are freely accessible for all children. They are stored in the lounge in labelled trays. Children are able to make choices about what they want to play with which enhances their independence. Toys and equipment are age appropriate for the children cared for. They regularly are checked as part of the ongoing risk assessment to ensure they are clean, safe and suitable for the children.

The childminder is active in her promotion of the inclusion of all children. Equality and diversity are included and recognised. Boys and girls are provided with challenging activities which meet their individual needs. They have looked at different festivals and celebrations such as Chinese New Year, Valentine's Day or Christmas. The childminder has resources and books which provide children with positive images of the wider world. The children have a good understanding of disability. When playing with the small world figures they are able to explain why people need wheelchairs or have to use a white stick. They discuss countries around the world and look at how people live, the weather and the food they may eat. Children gain knowledge of their community and the wider world. They take part in weekly visits to the library and trips to the local parks. They meet other adults and children at the toddler and childminding groups. These activities help children to build self confidence and develop positive relationships for the future.

The childminder is beginning to use reflective practice to identify the strengths and weaknesses in her provision. She is aware she needs to improve her paperwork and her self evaluation. She is proactive undertaking further training to improve her childcare qualifications. She also attends workshops, when these are available, to help improve her working practices. She meets regularly with other childminders when they discuss training, share ideas and compare best practice. The childminder shows the capacity to maintain continuous improvement.

The childminder is positive in her relationships with parents. A daily diary keeps parents informed of the activities and events children have been involved in. The Learning Journey for each child is shared with parents termly. They are able to have an input into their child's future learning and development, providing continuity of care. Parents are given a questionnaire asking for their opinion of the service provided by the childminder. The responses are positive and they are happy with the care given. The links with other settings are not in place as the children do not attend any. However the childminder understands that these partnerships are effective in reinforcing learning and extending development. The childminder does occasionally work with another childminder, at the co-childminder's home. All parents are aware of and happy with this arrangement.

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

Children show they feel completely safe and secure with the childminder. They demonstrate confidence as they make independent choices from the engaging activities and resources provided. The parents complete an 'All About Me' form when their child first starts. This provides the starting point for the childminder to plan for their future learning and development. Recorded observations are in place to differentiate children's learning experiences and assessments are made. The childminder takes account of children's next steps and interests when planning activities to progress their learning and development.

Children problem solve as they build together with the construction blocks, making a tall tower. They love to play with their dolls, putting them in the prams and buggies. They rock them to sleep, copying how the childminder rocks a baby to sleep in a buggy. Children demonstrate a growing enjoyment of books, sitting close to the childminder listening intently to the stories. They know to turn the pages with care and enjoy being read and sung to. Children learn language skills, speaking clearly and with confidence to engage adults in conversation. The childminder listens to what they say, speaks calmly and gives them time to answer. They learn to control pencils and mark-making tools when drawing their pictures. Children learn to count and begin to recognise shape and colours, when they post the plastic coins into the piggy bank. Children are learning skills for the future; even the youngest children know how to switch on the computer and make it work.

Children have an excellent knowledge of how to keep themselves safe. They discuss and practise the fire evacuation procedure. They know how to cross the road safely, how to press the button on the crossing and wait for the green man. They also know that the beeping sound is for people who cannot see. They help tidy up resources they have finished playing with and wash their hands after messy play or before eating snacks. Children learn about healthy food choices. The childminder obtains detailed information about any special dietary restrictions and works closely with parents to ensure children's individual dietary needs are met.

The childminder has a clear understanding of the importance of positive strategies

to support the development of acceptable behaviour. She supports children to share resources and take turns during their play. The childminder is a good role model, she is calm and gentle. Children respond well to her and their behaviour reflects hers. The behaviour management strategies in place clearly promote children's welfare and self-esteem. Overall, an inclusive and welcoming service is provided.

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

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| 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

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| 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 | 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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| 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

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| 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

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| 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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