

## Inspection report for early years provision

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<b>Unique reference number</b>	EY403050
<b>Inspection date</b>	09/02/2012
<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 registered in 2010. She lives with her three children in a residential area of Margate, Kent. There is an enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care six children under eight years at any one time, of these three may be in the early years age range. She is currently caring for two children in the early years age range. She is currently looking after four older children before and after school.

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

Overall the quality of the provision is good.

The childminder provides an inclusive service where all children are valued and well cared for. Children's progress is good in relation to their starting points and they enjoy play in this safe and mostly well-resourced environment. Children are settled and secure, they behave well and are developing skills that will help their future learning. Parents are well informed and the childminder is sensitive and supportive to most of their wishes. The childminder demonstrates a good ability to maintain continuous improvement. She thinks critically about her practice and develops her service accordingly.

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

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

- promote positive attitudes to diversity through activities and resources that encourage children to talk about similarities and differences to help them value aspects of their own and other people's lives.

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

The childminder promotes children's welfare well. She fully recognises the importance of safeguarding children and has increased her knowledge of child protection procedures by attending training. Careful risk assessments help to identify and eliminate hazards in the home and outdoors. For example, the childminder considers all aspects of children's safety in the car.

The childminder is professional and caring, and has an ambitious plan for the future. She maintains continuous improvement well by attending well-chosen and relevant courses, such as safeguarding training. Furthermore, her good ability to look critically at her practice results in developments, which improve outcomes for

children and their families. For example, she has increased her range of resources according to children's current interests.

The environment is inclusive and all children and their families are welcomed. Children meet a variety of people at toddler groups and get out in the local community. Children access a stimulating range of resources that cover most areas of learning. However, there are only a few resources and activities, which introduce children to diversity in the wider world.

The childminder is very supportive to parents and she seeks feedback from them to enable her to act on most of their wishes for their children. Parents' references demonstrate their great satisfaction with the childminder's communication skills and the extent to which they are included in their children's care. They show that they very much appreciate the range of activities and their children's enjoyment of their time with the childminder. Children's folders are a delightful record for parents. They show a lively selection of photographs and captions depicting children's achievements and activities. Communication books keep parents well informed of the important aspects of their child's day. Currently no children receive any extra support from other professionals, or attend other settings. The childminder is aware of the importance of liaising with others when appropriate to promote consistency of care.

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

Children's progress is good, due to the childminder's good planning and knowledge of how children learn. She uses observations well to identify children's interests and achievements. She records these carefully so that she is able to monitor progress and see any gaps in children's learning. A welcoming and well-resourced environment results in children being able to locate favourite toys. They initiate their own child-led play with resources, which hold their interest. The childminder provides a good balance of adult-led activities to introduce children to new media and skills. Resources are set out effectively by the childminder to both hold toddlers' interest and to challenge their thinking. For example, they enjoy removing and replacing the shapes from a sorter. They are starting to solve the problem of how to push them through the correct holes.

Children show that they feel very safe and secure in the childminder's care. They are quickly comforted by a cuddle as they awake from a sleep. They have access to a comforter from home to help them settle. Even the youngest children are starting to consider their own safe behaviour, climbing carefully in and out of a box by holding on and following the childminder's guidance.

The childminder uses distraction skilfully to manage toddlers' behaviour. For example, if routines such as nappy changing are stressful for children, she is quickly able to make this fun by engaging their attention by singing. Children's self-esteem is good. All their little achievements are very much appreciated by the childminder, who frequently shows them how special they are, and children clap themselves often. The youngest children already join in nursery rhymes, pointing

to the ceiling and the floor and vocalising, imitating the childminder. This benefits their speech and language development, giving them the skills which they will need to learn in the future.

Children benefit from daily play in the fresh air and they practise their physical skills in soft play centres. Toddlers balance and develop coordination and confidence in a safe environment. For example, they attempt to climb over the high sides of the ball pond and are extremely pleased with themselves when they are successful with this challenge. The youngest children begin to understand personal hygiene as the childminder wipes their hands after eating. She sets a good example by washing her own and children's hands after nappy changing.

## 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	3
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

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