

Inspection report for early years provision

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Inspection date	15/03/2012
Inspector	Cilla Mullalne
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 registered in 2011. He lives with his wife, who is also a registered childminder, and their two children. The family live in Canterbury in Kent and are close to shops, parks, schools and public transport links. The ground floor of the childminder's home is used for minding. There is an enclosed garden for outside play with one section that is level with the ground floor. The art and craft room in the garden is accessed by a flight of steps. The family has a fish tank in the lounge and a dog.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. He may provide care for a maximum of six children under eight years at any one time; of these, no more than three may be in the early years age range. When working with another childminder, he is registered to care for 10 children under eight years, including six in the early years age range. With an additional assistant, this number is increased to 13 children under the age of eight, including nine in the early years age range. The childminder and his co-childminder currently care for eight children in the early years age group on a part-time basis. They also care for one child aged above the early years age range, who is under eight years. The childminder attends toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder develops trusting and caring relationships with young children, who show that they feel safe and settled in his care. The environment is welcoming, stimulating and challenging and children's welfare is well protected. The childminder knows their individual needs and backgrounds well, and helps each to make good progress from their starting points. He is keen to develop his practice and the inclusiveness of the setting as, his knowledge about caring for children with special needs is less robust. He is friendly and professional in his interaction with parents, working well in partnership with them to effectively meet children's needs. Effective monitoring and evaluation of the childminding provision leads to a good capacity to improve and develop practice and resources.

What steps need to be taken to improve provision further?

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

- extend knowledge and understanding of working to meet the needs of any child with special educational needs and/or disabilities

The effectiveness of leadership and management of the early years provision

The childminder takes the main responsibility for overseeing the safety of the premises. He makes good use of careful, risk assessments to keep children safe. For example, following a risk assessment of the new greenhouse, he has put a fence around it, and children only enter under adult supervision. Adults living and working on the premises have been suitably vetted. The childminder has a good understanding about safeguarding children and has recently attended child protection training to keep up with changes in procedures. He has contact numbers to hand to use, if he should have a concern about a child.

The setting is inclusive. There are usually two childminders present, which means that they can meet children's individual needs well and offer plenty of individual attention. For example, if some children want to play outside or in the craft room, they may while others are supported at their chosen activities. Children benefit from the childminder acting as a good role model, and from seeing a man in a caring role. The childminder is keen to make the setting more inclusive. He is aware that his learning about working with children with special educational needs and/or disabilities is less robust.

Children enjoy a good range of toys and equipment in the welcoming environment. A dedicated art and craft room at the top of the garden is well resourced. Here, children can enjoy getting as messy as they like, painting their hands, enjoying the feel of the paint, and making hand prints. Furthermore, they can return to their work when they like, as they do not need to clear away. They can play in the fresh air daily, eagerly searching for bugs and digging in the compost.

Effective teamwork with his co-childminder results in consistency of the childminder's care for children. For example, they evaluate the activities and monitor children's progress together. The childminder has a very positive attitude towards his professional development and is undertaking a childcare qualification to develop his practice. He has a good awareness of the key strengths which he brings to the setting, and which complement those of his co-childminder. The childminder uses self-evaluation well to identify strengths of the provision and areas for development. These are well targeted to improve outcomes to children. For example, he plans to use the new greenhouse to enable children to learn about growing, life cycles and healthy eating by growing vegetables.

Parents' references demonstrate their great satisfaction with the childminder's care of their children. They feel that he is a positive, male, role model and he is welcoming and enthusiastic. They state that he is good at keeping them informed about their child's day. They find him supportive and say that he offers as much time as necessary for children to become settled. They are pleased that their children's communication skills and development in general have improved. There are currently no children in the early years age group on roll who attend other settings or need support from other agencies. The childminder has a positive attitude to working alongside others, as and when the need arises, to meet the

needs of individual children.

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

Children make good progress, as activities are fun, interesting and adapted to each child's level of development. The childminder plans some adult-led activities and then follows these up according to children's interests. They, therefore, enjoy their learning. For example, they made bird feeders and cardboard binoculars to watch the birds. The children enjoyed this so they then went on an outing to a local, natural park to watch other birds.

Children have great fun with the childminder, who is skilled at getting down to their level and joining in. Children wave a stick, saying 'Abracadabra!', and the childminder makes them laugh loudly when he croaks like a frog. The bug area in the garden is a favourite with children. The childminder encourages their interest in this by equipping each with a magnifying glass and they investigate the garden avidly.

The childminder raises children's self-esteem and confidence by offering frequent praise. He encourages children to share and take turns, and role-models politeness and good manners well. He is aware of, and working on, a tendency to manage children's unwanted behaviour by saying a kind, 'No', rather than by distraction or offering explanations.

Children frequently show that they feel safe and secure in the childminder's care. He calls their name, and they run to him with their arms raised to be picked up for a hug. He knows how each child likes to rest or sleep, and makes a nest in the corner of the sofa where children snuggle up. Young children begin to consider their personal safety and that of others as they discuss safe ways to swing toy golf clubs without hurting others. Toddlers negotiate the step into the art room carefully, having been shown how to do this safely.

Children develop effective skills which will help them learn and succeed in the future. They are interested in the world around them and they become confident speakers. Children, who are moving on to school or nursery, are encouraged to act independently in readiness for the transition.

Children gain a good understanding of how to adopt a healthy lifestyle. For example, the outdoor area is well equipped, and physical activities are challenging, helping children to develop coordination and balancing skills. They concentrate hard on hitting a ball with a toy golf club and are pleased when they succeed.

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	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

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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