

Inspection report for early years provision

Unique reference number	EY357976
Inspection date	20/03/2012
Inspector	Joanne Wade Barnett

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 2007. She lives with her husband and one school age child in Marden, Kent. The whole of the ground floor and one upstairs bedroom of the family home are used for childminding. There is a fully enclosed garden for outside play. The family have a pet cat.

The childminder is registered to care for a maximum of six children at any one time, of whom no more than three may be in the early years age range. She currently has three children on roll within 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 drives or walks to local pre-schools to take and collect children. She also attends the local toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are making excellent progress in their learning and development because the childminder plans an inspiring range of stimulating and challenging play activities. She provides an environment that is conducive to learning overall. Children show high levels of independence and the childminder channels this enthusiasm to help children reach their full learning potential. Her thorough knowledge of each child's background helps her to provide an inclusive service. Overall, highly positive partnerships with parents and other providers ensure the childminder fully meets children's individual needs. Self-evaluation is very effective and achievable, demonstrating her clear capacity for continuous improvement and building on existing strengths.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- strengthening the involvement of parents in their child's learning, for example, by making further contributions to their child's learning records and suggesting areas of development for their child.

The effectiveness of leadership and management of the early years provision

Children's welfare is very effectively safeguarded. The childminder's comprehensive risk assessment for all aspects of care ensures the premises are safe and identified hazards on outings are minimised. The childminder has a very clear understanding of her responsibility of protecting children from harm and is fully aware of steps to follow if concerns arise. Very thorough policies and procedures are effectively implemented to provide children with a safe, secure, healthy and stimulating environment. Children are supervised well out of the house to ensure un-vetted people do not have unsupervised access to children.

The extensive range of resources is in excellent condition and suitable for the children's use. The childminder varies the choice available and children help themselves to the resources they wish to play with. Resources include those that reflect positive images of equality and diversity. All children are made to feel welcome and their individual needs are met. Children learn about different cultures and festivals as they participate in activities learning about various celebrations. In addition to the toys and activities available, children also regularly visit a number of local groups and places of interest. This offers a greater range of experiences to complement their learning and development in the childminder's home. The childminder undertakes purposeful observations of children, which she uses very successfully to plan for their next steps. The childminder has effective systems in place to note and monitor each child's rate of progress and this enables her to quickly identify and plan to close any gaps in children's achievements. As a result, children are making significant progress towards the early learning goals.

The use of self-evaluation is highly reflective. Parents and children are involved in the self-evaluation process, helping to ensure that practices benefit the individual children attending. The childminder is very confident in identifying her strengths and areas for improvement and is extremely adept at evaluating her practices. She regularly attends workshops or training courses to ensure that she maintains a competent knowledge and understanding of best practice in early years.

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 profile files. They view their child's learning records, however they are not fully included in contributing to these records. The childminder liaises regularly with other nurseries which are also attended by the children in order to provide consistent and coordinated care. 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. Parents are extremely satisfied with the care the childminder offers and feel their children are made to feel like one of her family.

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

The childminder supports children's learning extremely well. Children are very settled and familiar with the childminder's house and her ways of caring and encouraging their development. The childminder has a very calm and friendly attitude towards the children, which supports their high levels of confidence and self-esteem. Children are actively engaged in activities through suggestion and effective questioning. Questions are directed at individual children, challenging their understanding and curiosity. For example, the childminder talks to individual children about acorns in the garden. One child replies that it looks smooth, the other states that it smells like trees. The childminder is quick to use this information to ask other questions about their experiences. Children use complex language to express their feelings, describing how the acorns feel and whether they like it or not. Children's decisions to stop collecting the acorns are supported well by suggestions to look for other things happening in the garden. For example, searching for insects under the toys or looking at new plants growing. Children thoroughly enjoy learning about the natural world and other interesting, child-centred subjects such as the Olympic play people.

Children learn to compare and measure by the effective use of mathematical questioning throughout their play. Children constantly refer to positional language such as "under" and "on top of", as well as using numbers to recognise their ages and comparing their ages. One child frequently reminds the other that they are nearly three, showing an understanding of amounts. Children demonstrate an increasing development within their imagination. Children have excellent social skills, helping each other within their play and supporting each other's learning by reminding each other of past experiences. They negotiate and co-operate well within their play and show a sincere love for each other. All of these experiences and activities support children's skills for the future.

Children's health is promoted very well. Children have constant reminders about good hygiene practices and are given very clear and easily understood explanations as to why they must wash their hands before eating and after toileting or use antibacterial gel. Children have access to their own coloured towels to dry their hands and faces and are encouraged to learn to use the toilet independently. Children are asked about what they want to eat at snack time, helping them to understand about making healthy choices. Children select from an extensive range of fruits and talk to the childminder about what they like and dislike. The childminder encourages children to try new tastes and asks for explanations as to why they don't like it. Children enjoy fresh air every day and are encouraged to explore the space outside in the childminder's garden. The childminder has designed her garden to promote as much freedom, independence, choice and safety as possible. The childminder actively encourages conversations with children about safety, to help them to understand about keeping safe. For example, children talk about what will happen if they run and slip in the house. Children's behaviour is exemplary. They show respect and care towards each other, with close and loving relationships towards the childminder. The childminder is quick to intervene when squabbles occur and children are quick to positively

respond to her discussions about caring for each other. The childminder acts as a very positive role model, encouraging children's use of good manners and respect towards each other.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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