

Inspection report for early years provision

Unique reference number	EY316134
Inspection date	19/03/2012
Inspector	Carly Reigler

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 2006. She lives with her husband and daughter in Gravesend, Kent. The whole of the ground floor of the premises is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for no more than three children under eight years at any one time, no more than two of which may be in the early years age range. She is currently minding two children in this age group. She also provides care to children aged over five years to eight years. She is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There were no children present during the inspection.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children progress well due to the knowledge and commitment of the childminder. She has a thorough understanding of children's learning and development and the individual needs of the children in her care. Children are cared for in a warm, homely environment, where they are developing close relationships with the childminder and other children in the setting. Partnerships with parents are good, overall. The childminder demonstrates a positive attitude towards professional development and continuing to improve her practice. Therefore she has a good capacity to improve.

What steps need to be taken to improve provision further?

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

- extend opportunities for parents to be involved in the learning and assessment process.

The effectiveness of leadership and management of the early years provision

Children are safeguarded very well because the childminder sees this as a high priority and has recently updated her training in this area. Secure knowledge of safeguarding enables the childminder to identify any child at risk and helps to ensure concerns are shared with appropriate agencies. The premises are fully maintained, safe and secure. Well-managed risk assessments are conducted regularly to identify potential hazards allowing the childminder to take steps to minimise any risks to children both indoors or outside.

The childminder shows a good awareness of children's development and seeks verbal feedback from parents to ensure that her care is having a positive effect on

outcomes for children. She has attended all required training and is committed to continued learning in the future. She is enthusiastic in her approach to continuous improvement and works hard to meet the needs of each child. Resources are used effectively so that children learn and develop in a safe, supportive and stimulating environment. They are accessible to all the children to promote their independence and encourage decision making. Toys and activities provide good opportunities, activities and experiences for each child across all areas of their learning. The childminder demonstrates a sound commitment to sustainability with the use of household items for junk modelling. She teaches the children the importance of recycling yoghurt pots, paper, cardboard and cans and how this impacts the environment.

The childminder provides a service that is inclusive for all children. She adapts activities and resources so they can all join in. This means children make good progress in relation to their starting points. The childminder promotes equality and diversity at all times and she encourages children's understanding through her positive attitude towards inclusion. Complementary written comments from parents express their satisfaction by commending the childminder on the individual care that is provided. Information is provided regularly about children's progress. Parents are provided with a range of policies and procedures and information in support of the service provided. Frequent review of contracts and in-depth daily communication enable families to take an active part in the setting.

Good links are forged with other early years settings, schools and the local children's centre. This ensures effective partnerships and transitions which support children in making good progress in their learning and development. The childminder has registered as a food provider with the Local Authority Environmental Health Department and has welcomed feedback in order to improve her practice.

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

The childminder consistently promotes the individual development of each child. She ensures that the individual child's age and stage of development informs the wide range of activities offered. For example, when a child finds it difficult to throw and catch a large heavy ball, she offers a balloon with which to develop their technique. The childminder caters for children by offering activities and opportunities to further their interests. For example, a child expresses an interest in insects and spiders, and so she ensures that there are opportunities to search for these at the local park and in the garden. The childminder draws children's attention to the natural world by pointing out stones, trees, leaves and animals.

The childminder is knowledgeable about the Early Years Foundation Stage framework and about the children's starting points and progression. She supports their learning well by identifying appropriate and realistic challenges for the children. Learning journeys and photographs are shared by the childminder with parents, although there is no opportunity for parents to actively contribute to the

assessment programme. The childminder encourages outdoor play in all weathers and provides a range of suitable clothing in order to offer this. Activities such as cooking, painting and playdough offer children the opportunity to use tools effectively and safely, for example scissors, paintbrushes and knives. Skills developed for the future include the use of technology such as programmable toys or an awareness of caring for the environment. Children apply early mathematical skills using puzzles, jigsaws and games.

Children are becoming aware of the wider society through play resources that reflect positive images. For instance, they develop a positive view of diversity from reading books about different cultures. The childminder fosters the children's self-esteem and positive behaviour by offering consistent verbal praise and encouragement. They proudly take their work home to their parents and see their work displayed around the childminder's home. The childminder ensures that children are supported in transitions for school, for instance by helping them to master zips and shoelaces.

The childminder provides children with privacy and space when changing nappies in a bathroom away from the areas in which children play. This also ensures that the childminder effectively maintains hygiene standards. The childminder carries antibacterial gel with her at all times to help children clean their hands in the absence of hand washing facilities. Although the childminder does not have any pets, she is aware of the need for hygiene when interacting with animals away from the setting. Children are offered healthy snacks and meals at the setting such as vegetable sticks, cheese, ham sandwiches and fruit. She is confident in her approach to parents who bring lunchboxes for their children in encouraging them to provide healthy food. Children develop their understanding of safety through regular discussions about road and fire safety. They regularly take part in the fire evacuation procedure, which develops their understanding of keeping safe. Furthermore, safety is promoted as children review the displayed house rules. They listen carefully when reminded by the childminder to be safe, for example, that they may trip and fall if they run indoors.

The children enjoy a close relationship with the childminder. She offers a settling in period to support less confident children into the setting. For example, the childminder worked with a child's parents to ensure that she enjoyed the same routines and activities as at home. She carefully observes children and supervises closely in order to help children feel safe.

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	2
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met