

Inspection report for early years provision

Unique reference number	126799
Inspection date	21/03/2012
Inspector	Sue Mann
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 2000. She lives in Swanley, Kent. The ground floor of the home and an upstairs bedroom are used for childminding and there is an enclosed garden available for outside play. The childminder is able to take children to local schools and pre-schools. She has a pet dog and two cats. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children at any one time; of these, no more than three may be in the early years age range. There is currently one child attending who is in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the setting and participate in a stimulating range of activities. Their needs are routinely met because the childminder recognises the uniqueness of each child. Good systems are in place for observing, assessing and planning next steps in children's learning and development. Children benefit from exceptional relationships between the childminder, parents and carers, as the childminder fully understands the importance of this partnership working. Overall, the childminder has effective links with other professionals. Her continual self-evaluation ensures that priorities for development are acted upon, resulting in a setting that responds to everyone's needs and effectively maintains continuous improvement.

What steps need to be taken to improve provision further?

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

- strengthen partnerships with all other early years providers so that information is regularly shared to promote continuity in children's learning

The effectiveness of leadership and management of the early years provision

The childminder demonstrates an excellent understanding of safeguarding procedures as she regularly attends relevant training. She has a fire evacuation procedure in place which children practise regularly. This ensures that children have the opportunity to learn how to protect themselves in the event of a fire. Comprehensive risk assessments and daily checks are carried out so that the setting is entirely safe for children. All policies, procedures and child records that are required for the safe and efficient management of the setting are maintained.

Children's good health and well-being are well promoted through the childminder's very effective hygiene routines and her commitment to checking that all steps are taken to prevent the spread of infection.

The childminder maintains a detailed, written, self-evaluation document and has identified effective areas for improvement. For example, she has identified that she would like to expand her current knowledge of customs and cultures from around the world. This would allow her to further promote children's awareness of the wider world. Children benefit from a good range of stimulating and fun resources, which are easily accessible from low-level shelves and a trolley in the playroom.

The childminder works extensively to promote excellent partnerships with parents and carers to meet the individual needs of children. She seeks and takes full account of the views of parents through daily verbal feedback and contact books; this helps to promote excellent links with home and ensures continuity of care routines. The childminder frequently keeps in contact and informs parents and carers of any significant moments in their children's day through text messaging or emails. She uses searching questionnaires to seek parental views on the service and care she offers. Parents have commented that they are extremely happy with the care their children receive and the range of activities and experiences that the childminder offers their children.

Overall, the childminder is effectively committed to working in partnership with others and is proactive in forging links with the local pre-school. However, these are not fully reciprocated. She has successfully developed links with other local childminders and regularly attends toddler groups organised by Sure Start. These links provide support and advice when required.

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

A well planned, settling-in process ensures that children's transition into the childminder's setting is smooth. Time spent at the beginning of the care arrangement ensures that the childminder is well aware of each child's needs and stages of development. Therefore, children display an exceptionally strong sense of belonging and security in the setting and are clearly very happy and settled. The childminder uses her good knowledge of the Early Years Foundation Stage framework to support children's learning and development. Effective systems are in place for observing and planning to support children's progress towards the early learning goals.

Children are well encouraged to lead healthy lifestyles through the range of healthy foods, such as fruit and breadsticks, which they are offered at snack time. Fresh drinking water is available at all times to ensure that children do not become thirsty. Children are encouraged to develop good personal skills. For example, they wash their hands before eating and put on their own coats and shoes before going outside. Children's independence is promoted well, as they are able to choose

which resources they would like to play with from the well resourced boxes in the playroom. A well developed folder, made by the childminder, contains clear photographs of all resources available to the children and helps them to independently select resources.

There is a secure, enclosed garden for children to enjoy fresh air and exercise, which supports their health and well-being. Children are able to enjoy the garden all year round and in all weathers, as it has been resurfaced with artificial turf. The childminder also takes the children to local amenities, such as the park that provides a range of age-appropriate, physical challenges, such as slides and swings. Children develop a good understanding of the world around them through celebrating different customs and cultures. A wide range of supporting resources, such as books, dolls, play food and colourful posters around the playroom, further promotes children's understanding of diversity. Children notice their immediate environment and the changing seasons while on nature walks; they collect natural materials, such as leaves, twigs and acorns, which they use to create natural collages.

Children are able to develop good skills for the future using a range of electronic resources, such as cash registers and telephones; a play kitchen offers children a microwave, kettle and toaster, which support their imaginative development. They develop good problem solving and numeracy skills as the childminder uses much numeracy language in her interactions with them. For example, children count the number of stairs as they go upstairs to sleep. The childminder also uses effective equipment, such as number puzzles, counting toys and sorting resources, to further develop children's awareness of numeracy and problem solving. Children develop good communication, language and literacy skills through story times, singing and interacting with the childminder. Regular visits to local toddler groups and drop-ins, effectively encourage children to develop their social skills further.

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	1
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	1

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	1
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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