

## Inspection report for early years provision

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<b>Unique reference number</b>	EY350049
<b>Inspection date</b>	26/03/2012
<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.

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 was registered in 2007. She works at her mother's house, in Ramsgate, Kent. Her mother is also a registered childminder. The ground floor of the house is used for childminding, and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children aged under eight years at any one time when working on her own, and a maximum of eight children when she is working with a co-childminder. She is currently looking after one child in the early years age group. She is also registered on the compulsory and voluntary parts of the Childcare Register, and looks after one child in this age range on an occasional basis.

The childminder drives to local schools to take and collect children. She attends local parent and toddler groups. The family has a cat.

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

Overall the quality of the provision is good.

The childminder's gentle and kind nature makes children feel settled and secure, and they develop trusting relationships. Children's progress from their individual starting points is good, and children very much enjoy their play and learning. The learning environment is welcoming and interesting, and children benefit from a wide variety of activities including most aspects of the areas of learning. Children's welfare is very well protected; procedures are reviewed and implemented consistently to make sure children are safe and well cared for. Partnerships with parents are strong; communication and consultation are very effective. The childminder is professional, keen to provide a good service, and demonstrates a good capacity for continuous improvement.

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

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

- increase the range of resources and activities which help children learn to lead healthy lifestyles.

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

The childminder places a high importance on safeguarding and protecting children, and has a good range of information to hand to guide her should she have concerns about children. Furthermore, parents are provided with all the information they need to enable them to act correctly regarding any complaints they may have. The implementation of these effective systems contributes to children being kept safe. The childminder and her co-childminder work effectively as a team; for example, reviewing policies and procedures together so they can both implement them consistently. They share the planning, so they know all children's abilities and individual learning needs. The childminder continues to learn more about childcare through attending short workshops regularly. She is also undertaking a childcare qualification, which enables her to bring fresh ideas into the setting, which benefits the children.

The childminder thinks critically about the effectiveness of her provision in order to maintain continuous improvement. She has a good awareness of her strengths and builds on them. She monitors children's progress well by checking that children are achieving at a good level for their age and that she is providing activities which cover all areas of learning. The setting is inclusive and welcoming, and the childminder finds out about children's individual needs and routines and respects them. The childminder uses sign language with babies to aid their communication. She adapts activities according to children's interests and abilities so all can join in equally.

Resources are plentiful, are brought out according to each child's interests and abilities, and are linked to current themes. As a result, children are keen to initiate their own play, as well as learn new skills during adult-led activities. Furthermore, children look through a folder with pictures of the resources to make additional choices, or visit the shed to find more toys in the well-stocked and organised storage boxes. Parents appreciate the childminder's reliability and her 'lovely kind and caring nature'. They are impressed by the variety of activities. They feel well informed about their child's time with the childminder and included in their children's learning. They feel that consistency of care is excellent, as good communication enables them to all work together, for example towards consistent toilet training and behaviour management. The childminder meets with parents regularly to discuss all aspects of children's care and establishes partnerships with the schools children also attend. For example, she meets with staff to pass on information regarding children's time in reception class, so that she can provide consistent learning and build on their interests.

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

Children make good progress from their individual starting points, owing to the childminder's good use of observation and assessment. She has a clear awareness of children's abilities and how she will help each move on in their learning. Her accurate records of children's achievements enable her to check that their progress and involvement in activities is consistent across all the areas of learning. The childminder organises her planning of activities around exciting themes, and these are very flexible. She sees what inspires the children and then builds on their interests.

As part of the theme Under the sea, children made octopuses, when they described a circle shape. They continued this activity by carefully peeling spots from their backing, naming the colours, to make a picture for their parents, commenting on how sticky the spots were. Children are keen to look through the photographs in their folders and they remember past events with excitement and pleasure, such as when they paddled in a stream and had a picnic in the park. This shows that they thoroughly enjoy their time with the childminder.

The childminder's interaction with the children is calm, kind and loving, which results in them trusting her and feeling safe in her care. Young children already understand some rules to keep themselves safe, for example commenting that the scissors are very sharp. They are beginning to understand how to share, remembering that they need to ask, 'Can I have it, please?' Other children respond well to this, saying, 'Yes, you can', and take turns willingly. Children are learning the skills they will need for learning in the future. They ask questions and try new experiences. The childminder helps them to develop self-help skills in readiness for school and nursery, and they try to fasten shoes and put on coats.

The childminder uses a suitable range of activities to help children learn about leading a healthy lifestyle, but these are not consistently exciting and imaginative. They have sometimes planted seeds and made juices from fruit, and children enjoy a bingo game where they recognise fruit and vegetables.

## 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	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

<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	3
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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