

Inspection report for early years provision

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Inspection date	27/03/2012
Inspector	Claire Parnell
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. She lives with her husband and young child in Paddock Wood, Kent. The home is close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. There is an enclosed garden for outdoor play. The family has two cats.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. The childminder currently cares for one child in the early years age group on a part-time basis and older school age children. The childminder may provide overnight care for two children under eight years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is meeting the unique needs of each child. Overall, children's developmental and welfare needs are met throughout their time with the childminder. The childminder's flexible approach, knowledge and skills help to provide children with a good range of activities to extend most aspects of learning. The childminder is strongly committed to the continuing improvement of her service. She consistently identifies areas for development and her strengths, taking action to provide better outcomes for children. The childminder has mostly good partnerships with parents and is developing links with other settings to ensure continuity of care and development for individual children.

What steps need to be taken to improve provision further?

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

- extend resources and activities to reflect children's individual backgrounds and to encourage children's understanding of differences in society
- provide a more effective system to allow parents to contribute towards assessments of children's development and planning of the next steps of support.

The effectiveness of leadership and management of the early years provision

The childminder takes positive steps to safeguard children's welfare. Risk assessments are carried out on a daily basis and annually on a more formal basis,

to promote children's safety by identifying and minimising risks. The childminder has a good understanding of her responsibility to protect children from harm. She knows the procedures to follow if she has any concerns about a child in her care. The childminder's updated and detailed policies and procedures work well to provide a safe, healthy, secure and stimulating environment.

The childminder has a positive and professional attitude towards her continuously improving practice. The childminder has developed successful systems, such as questionnaires for children and parents, to gain their views about her service. The childminder attends additional training to increase her knowledge. She gains information from other professionals and providers to make changes that support better outcomes for children. The childminder successfully reflects on her practice and identifies strengths and areas for improvement.

Children have access to many high quality activities, equipment and resources. Resources are provided on low-level storage systems that encourage self selection for all ages. The range of resources reflects most areas of learning and helps to promote the children's development. The childminder has a clear understanding of equality and inclusion. She gains relevant information about the children to meet their individual needs. Children learn to value and respect each other's differences by using some resources that promote positive images of society. However, the childminder has not implemented many activities to extend children's understanding, for example celebrations from different cultures. The childminder understands the importance of valuing children's home languages but only has limited resources to reflect this.

The childminder has very close and professional relationships with the parents. Parents have access to plentiful displays and written information about her service. This includes very informative policies and procedure within her service statement. Information is shared on a daily basis and development generally discussed and agreed to help support children's changing needs. However this is not always used to influence the planning of children's next steps of development. The childminder provides photographic information within the children's development files for parents. She includes a written account of their day, places that they have visited and friends they have played with. This reassures parents that children thoroughly enjoy themselves while in her care. The childminder has a developing understanding of the importance of liaising with other settings and professionals to promote continuity in children's care.

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

The childminder supports the children's learning and development well. She offers a good balance of adult-led and child-initiated learning opportunities throughout their time with her. Children play freely, independently choosing from the activities accessible to them, leading their own play and learning. They can choose to play outside, exploring the space and the equipment around them. Effective use of

interactions and questions from the childminder extends their thinking and curiosity.

Children are eager to communicate through speech and gestures, demonstrating their confidence in the childminder's care. She encourages children to develop their communication and language abilities. Children are becoming confident and enthusiastic learners who are very settled in the childminder's company. Children express their opinions and tell the childminder what they want to do next. For example, a young child confidently takes the childminder by the hand and gestures to be put on the swing. Children ask the childminder for additional resources to add to their play, such as watering cans and buckets, for the sand and water play.

Children are eager to solve problems created by the interesting range of activities available to them. Children puzzle over how to get on the swing, watching others carefully and attempting to sit their bottom on the seat. With trial and error and the childminder's sensitive support, children succeed in their task. Children thoroughly enjoy exploring technology, watching and working out how wind-up toys work. Children explore mark-making tools, using chalk to make lines and strokes and then using their fingers to follow the marks they have made. They confidently learn songs and rhymes through new experiences such as using the seesaw. Overall, children make good progress and successfully acquire the skills necessary for their future learning and development.

The childminder has an effective and constantly developing system to assess, observe and plan for children's ongoing development. Observations, in writing and photographs, are used to track children's progress within the Early Years Foundation Stage. The childminder completes an initial assessment within a few days of children starting. She plans effective activities and learning intentions to promote their further development.

Children's health and hygiene are promoted well. Children learn from a very early age about the benefits of good hygiene practices, fresh air, exercise and healthy foods. The childminder provides a wide range of healthy foods and drinks for children to choose from, relating to information given by parents about their dietary requirements. Children frequently play outside, during all weathers. Children consistently learn to keep themselves safe. The childminder gives children the freedom to explore equipment in the garden, but with clear explanations and supervision to learn about their safe use. For example, when a young child uses the slide imaginatively, testing physical skills to walk up the slide, the childminder talks them through what they are doing and how to do it safely. Children are developing good social skills and appropriate behaviour towards their peers. The childminder is a positive role model, offering help, good manners and showing a clear respect to others. Children learn to negotiate in their play, to share and take turns with subtle direction from the childminder when intervention is required.

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	3
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	3
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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