

## Inspection report for early years provision

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<b>Unique reference number</b>	EY277081
<b>Inspection date</b>	18/04/2012
<b>Inspector</b>	Clare Stone
<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.

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## **Description of the childminding**

The childminder August 2008, she lives with her husband and three children in Langton Green near Tunbridge Wells. The childminder occasionally works with an assistant. The whole of the childminder's house is used for childminding except for the main bedroom. There is a large enclosed garden for outside play. Her home is readily accessible with parking close by and downstairs facilities. Schools, pre-schools, toddler groups, shops and parks are nearby.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the Early Years age range. She is currently minding four children in this age group, all who attend on a part time basis. This provision is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

Children's welfare and learning is successfully promoted through the childminders good understanding of the Early Years Foundations Stage. She gathers all relevant information about each child to plan a wide variety of activities to meet children's individual needs. However, at times the childminder does not use open questions to help extend children's thoughts. The partnership between childminder, parents, local schools and pre-schools is good which helps ensure that children's needs are being met. The childminder is keen to attend any training that will improve the service she provides and has a clear and detailed self-evaluation form to plan how to move her setting forward. All recommendations from the previous inspection have been met and extended.

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

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

- enrich children's learning potential by asking open questions to help organise their thoughts
- strengthen mathematical understanding through all children's early experiences including stories, songs, games and imaginative play

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

The childminder has a good knowledge and clear understanding of possible signs and symptoms to indicate child protection concerns. She is fully aware of her role and responsibilities in this area and puts the children's welfare first. There are

written risk assessments in place to prevent children from becoming injured and fire drills are practised regularly with their findings recorded. The childminder's home is safe for children to explore and provides plenty of space for them to move around freely.

The childminder has all the records and appropriate consents from parents in place and all are well maintained. The childminder keeps parent's informed about her service with detailed and well written policies. There is a self-evaluation form in place and the childminder writes her strengths and areas for development. All resources in the home are in very good condition and able to support children's learning and development. Children have access to toys and equipment that are age appropriate and extend their learning potential. The childminder ensures she rotates her resources so children benefit from the full range she has to offer.

Children are achieving well and their development is good as a result of the setting they are in. The childminder actively promotes equality and diversity in her day to day practice. Levels of involvement with each child and their family are good and parents report their children look forward to coming to the childminder's home. Children benefit from the childminder's knowledge of when they may need additional support. For example, when they are settling in, the childminder plans her time effectively to give them her support and guidance. Partnerships are well established and make a good contribution to children's achievements and well-being. There is good communication between parents and other agencies to provide clear and consistent care. Parents say they are really happy with the service provided by the childminder. They feel fully supported and comfortable to ask if they are unsure about something or need advice. The childminder is fully aware of confidentiality and always seeks parents' permission to discuss their children with other professionals. The systems in place for sharing information and keeping parents up to date are clear and work well.

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

Children are making good progress towards the early learning goals. The childminder knows the children well and what their starting points are. She uses this information to plan fun and stimulating activities to capture children's imagination. Children follow their own interests and resources are at a level so children can self-select. This helps promote children's independence and self-help skills. The childminder uses observations to inform her planning and uses this information to move children forward at a pace that is suitable for them. Planning is well targeted and linked to the areas of learning. However, at times there are missed opportunities for the childminder to extend children's mathematical concepts in its simplest form.

Children look to the childminder for support and enjoy sitting on her lap or having a cuddle. This supports children feeling safe and secure in the childminder's care. Children are spoken to in a kind and reassuring manner giving them a sense of belonging and helping to build a trusting relationship with the childminder. The

main room used by the children has lots of good quality toys available and is bright and colourful, with displays of the children's work. The childminder plans activities for older children to include age appropriate games. The childminder supports children with their increasing knowledge of sounds and letters; they see numbers and words in print around the room and enthusiastically look at books. Children are able to use a range of electronic toys that enhances their understanding of cause and effect. Children enjoy activities such as the train set and bricks to enhance their problem solving skills. The childminder does not always ask children open questions that help children understand the world they live in and extend their skills for the future.

Children celebrate different cultures and are developing their knowledge of the beliefs of others and an understanding of the wider community and world. The childminder is very keen for children to maintain a healthy lifestyle and provides snacks that are nutritious and tasty. Children also have daily access to outside play ensuring they get plenty of fresh air and time to extend their physical skills. Children enjoy walking in the woods and trips to the park. The childminder has a very good range of equipment available in her garden to further extend and challenge children's physical skills. Children's behaviour is really good. Children are learning right from wrong and the childminder is teaching children good manners such as, please and thank you. The childminder discusses any behaviour issues as they arise with parents' to ensure that strategies are consistent and that behaviour management are in line with the wishes of the parent.

## 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

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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	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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