

Inspection report for early years provision

Unique reference number	EY286025
Inspection date	25/04/2012
Inspector	Rebecca Khabbazi
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 2004. She lives with her three children aged four, seven and nine years old. The family live in a three bedroom house in a residential area of Greenhithe in Kent. The downstairs of the home is the main area used for childminding. A garden is available for outdoor play. The family have two tortoises and three guinea pigs as pets.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children under eight years old; of these, two may be in the early years age group. There are currently three children under eight on roll, two of whom are in the early years age range.

The childminder is a member of the National Childminding Association. She has a level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a welcoming, inclusive family home, where children are safe and well cared for. Positive relationships with parents help ensure that children's individual needs are effectively met. Children have access to a good variety of resources and activities overall, and make good progress in most areas of their learning, given their age, ability and starting points. The childminder has a strong commitment to continual improvement. She regularly reflects on the service she provides in order to identify priorities for future development.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to take part in activities and use resources that help them develop an understanding of the wider world and learn to value diversity.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of her responsibilities towards the children in her care, which helps safeguard their welfare. She makes sure she completes relevant training and knows what to do if she has concerns about a child. The childminder ensures that all relevant documentation that promotes

children's health, safety and well-being is in place. She conducts careful risk assessments of the home and makes sure any necessary precautions are in place, so that children can play safely, such as safety gates to restrict access to the stairs. The childminder's home is well organised to meet children's needs. Children have space to play in the living room and conservatory and can easily help themselves to a wide variety of good quality resources and play materials, both in the home and garden.

The childminder works closely with parents to make sure that she has a thorough understanding of each child's background and needs. She plans the day around children's usual home routines, so that they settle quickly and their individual needs are met well. She adapts care where needed, for instance, so younger and older children can play safely together. This helps ensure that equality and diversity are effectively promoted overall. Parents have access to a comprehensive range of written information, including policies and procedures. The childminder also keeps them well informed on a day to day basis through discussions and a daily contact book. Although children on roll do not attend any other early years settings at present, the childminder is aware of the need to work in close partnership with other providers or professionals where required. The childminder shows a strong commitment to continual development. She makes good use of training courses, for instance, to make sure her knowledge is up to date when returning to childminding after a break. She reviews her practice and takes well targeted steps to improve the setting. For instance, by developing and re-organising resources so they are easily accessible to the children.

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

Children settle quickly in the childminder's care. The childminder has a calm, consistent approach that helps children behave well. They grow in independence as they confidently move around the home and choose their own toys and play materials. Young children develop strong bonds with the childminder and benefit from familiar routines that help them feel secure. Older children learn to keep themselves safe when the childminder talks to them about road safety or when they take part in a fire drill. Children develop a good understanding of healthy lifestyles. They adopt simple, good hygiene routines when they wash their hands before they eat or after touching the tortoises. The childminder follows careful procedures for changing nappies, such as using a mat and wearing gloves, which helps reduce the risk of cross-contamination. Children benefit from regular home cooked meals and a range of healthy snacks that take into account their nutritional needs. They play outside everyday, practising their physical skills during a turn on the trampoline, or enjoying a visit to a local park to run around in the fresh air.

Children take part in a wide variety of activities and experiences overall, that help them make good progress in most areas of their development. The childminder gets to know children well and uses her observations of their achievements to plan activities that build on their interests and skills. Children's early communication skills are fostered when they cuddle up to share books, or enjoy the childminder

singing a song during a nappy change. Young children solve simple problems when they explore a toy and discover that when they push a button it makes a sound. They begin to learn about the wider world when they find a country on the globe or look up information on the internet. However, opportunities for children to take part in activities and use resources that help them learn to value diversity are not yet fully developed. Children use their imaginations when they make models with play dough, paint pictures, or dress up and play a game together in the role play kitchen. They benefit from balanced routine that is based around their needs and are well occupied and stimulated throughout the day.

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	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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----