

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY252327        |
| <b>Inspection date</b>         | 24/04/2012      |
| <b>Inspector</b>               | Stacey Sangster |
| <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 was registered in 2003. She lives with her husband and four children in a bungalow in Charing, Ashford, Kent. The childminder works with another registered childminder and sometimes employs an approved assistant. The majority of the premises are used for childminding. There is a fully enclosed garden for outside play.

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 a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age group. When working with another childminder she may care for seven children under eight years of age and of these four may be in the early years age range, at any one time. When working with a childminder and an assistant the number of early years children may be increased to six. There are currently 17 children on roll, of whom 11 are in the early years age group. A variation to her conditions allows additional children in the early years age group to be cared for on specific days and times.

The childminder is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. She collects children from schools nearby and attends local toddler sessions regularly. The childminder is an accredited childminder. The family has pet cats and keeps chickens.

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

Overall the quality of the provision is outstanding.

The childminder is highly effective in supporting children's care and learning. She provides a wealth of stimulating and challenging play experiences which fully support each child to reach their full potential. As a result, children achieve impressively, becoming inquisitive and motivated individuals whose independence is effectively fostered. Record keeping is professional and enhances her work with children. Partnerships with parents and others are exceptional. The childminder offers very high quality care and education and continually seeks ways to build on her strengths, demonstrating an excellent capacity to maintain continuous improvement.

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

To further improve the high quality early years provision the registered person should consider:

- supporting babies so that all are able to access the outdoor play area independently.

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

The childminder and the adults, who work with her, demonstrate a comprehensive awareness of safeguarding issues. They attend specific safeguarding training to update their knowledge and the childminder provides clear information to parents about her role and responsibility to promote children's welfare. Risk assessments are extremely thorough, and consider the benefits to children of some appropriate risk taking activities. As a result, children are provided with a safe, but exciting place to explore and play in. Explanations about how to use equipment safely extend the children's ability to assess risks for themselves. Children can frequently be heard to discuss the safest way to approach a situation and all behave in ways that keep themselves and others safe. The deployment of adults is organised to ensure that children are monitored and supervised highly effectively.

Resources are of very high quality. They are plentiful, well maintained and suitable for the ages that can access them. The childminder invests regularly in new equipment. She monitors what the children enjoy at local groups and discusses with the children, which things they might want to see in her home. The organisation of resources is excellent. Pictures and labels clearly identify the contents of low-level storage. As a result, children can see what is available to them and when tidying toys away know where they need to be returned to. This enables children to influence their play environment. The creative and imaginative way that the childminder uses resources is very effective in supporting children's development across all six areas of learning. Resources include a wide range that positively reflect diversity. All children are valued and their uniqueness is acknowledged and celebrated. The childminder gathers detailed information about the children from their parents and practitioners at other settings children attend, giving her an exceptional knowledge of each child's background and needs. This information is used to tailor each child's care and educational experiences. The children's progress is monitored closely. Any gaps in children's learning are identified as they emerge. Prompt action is taken to plan experiences which are effective in narrowing or closing these gaps. The childminder works closely with children's parents and other settings to support her planning and provide a consistent and targeted approach to supporting children's progress.

Engagement with parents is exceptional. The childminder offers an extensive range of ways that parents can contribute to the development of the setting and the education of their children. For example, all parents contributed to the inspection process by sharing information about their views, all of which were highly complimentary. Parents are involved in reviewing policy documents and both children and parents all have an opportunity to take part in the self-evaluation process. There is clear evidence that ideas and suggestions made by parents and children are acted upon and that this enhances the provision and outcomes for children. The childminder reviews her practices and procedures continuously. She

shows an exceptional commitment to continual improvement and building on her success. She is highly alert to identifying any weakness, however small, and takes prompt action in response to these. She is highly motivated and ambitious not only for herself, but for the children and the adults who work with her.

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

The childminder is highly effective in supporting children in their learning and development. Outcomes for children are at least good and in the majority of cases are outstanding. The children are eager to attend and they make significant gains in their learning. Children play a dynamic role in their learning and offer their ideas and respond to challenges with great enthusiasm. For example, children playing in the garden are curious to know what would happen if they blow bubble mixture into the rain. They excitedly talk about their theories and ask to test these out. They show excitement and pride having correctly predicted that bubbles hit by rain drops will pop. Throughout their time with the childminder children are extremely motivated to learn new things, they ask lots of questions, confidently sharing their views and opinions. They are fully engaged in purposeful play both indoors and out and influence the play environments and routines, self-selecting and suggesting games and activities that they would like to take part in.

Children demonstrate that they feel very safe in this setting. They confidently approach visitors explaining where things are and what they are doing. They show a strong sense of belonging, taking pride in their contribution to the wide range of displays and artwork that decorate the premises. They share their feelings and concerns with the childminder, who responds very positively to their verbal and non-verbal communication. Both the parents and the childminder report that children settle very quickly. Children display high levels of contentment and happiness; they laugh and smile often and can be heard to spontaneously sing, count and chat excitedly to each other.

Children are highly motivated to engage in challenging physical play. They are undeterred by cold or wet weather; they put on their coats and boots to access the exciting, stimulating outdoor play space. They clearly understand the benefits that being active has on their health and bodies. They talk about the impact of the sun on their skin, and know to take extra care when using apparatus in the rain, as it becomes slippery. The children enjoy the free access to the garden; however, independent access is restricted for some babies. That said, babies are supported to negotiate the door step and some babies and toddlers access the garden independently. Children show an exceptional understanding of the benefits of healthy eating and take an active part in producing the weekly lunch menus and choosing healthy snacks. They are learning about each other's cultures and the cultures of the wider community by taking part in craft activities linked to festivals, tasting food from around the world and playing with an excellent range of resources that positively reflect diversity. Children embrace technology and regularly take photographs with a digital camera which are promptly transferred to

digital photo frames around the setting. They use programmable toys, a computer and role play the use of technology in the adult world such as tills and cooking equipment. Children are excellent communicators, confidently sharing their ideas and views. They are kind and caring towards each other and understand, for example, that younger children take longer to do things or may need help. They are adept at problem solving and are developing all of the skills needed to support their future learning. They are active learners who show high levels of independence, curiosity and imagination.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

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

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|------------------------------------------------------------------------------------------------------|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 1 |
| The effectiveness with which the setting deploys resources                                           | 1 |
| The effectiveness with which the setting promotes equality and diversity                             | 1 |
| The effectiveness of safeguarding                                                                    | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships                                                                    | 1 |
| The effectiveness of the setting's engagement with parents and carers                                | 1 |

### The quality of the provision in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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### Outcomes for children in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 1 |
| The extent to which children achieve and enjoy their learning    | 1 |
| The extent to which children feel safe                           | 1 |
| The extent to which children adopt healthy lifestyles            | 1 |
| The extent to which children make a positive contribution        | 1 |
| The extent to which children develop skills for the future       | 1 |

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## **Annex B: the Childcare Register**

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| 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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