

Inspection report for early years provision

Unique reference number	EY436775
Inspection date	30/04/2012
Inspector	Linda Coccia

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 was registered in 2011. She lives with her parents, sister and partner in Snodland, Kent. The whole of the childminder's home is used for childminding and there is an enclosed garden for outside play. There are steps to access the front of the premises. The childminder works with an assistant.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years at any one time; of these, up to three children may be in the early years age range. When working with an assistant the number of children in the early years age range may be increased to four children. The assistant may be left alone with children for short periods of time. The childminder is currently minding three children between the ages of five and 10 years; of these one is within the early years age range. The childminder is available to walk to local schools to take and collect children. She attends the local parent/toddler groups and local childminding group. The family has a pet cat. The childminder holds a recognised childcare qualification to National Vocational Qualification level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a secure knowledge of each child she cares for and uses good procedures to find out about their likes and dislikes. She provides good complementary care through the use of a good range of toys and activities that cater for children's individual interests. Overall, self-evaluation is good. The childminder has addressed safety issues identified at registration and has made further changes to improve her setting for children. This shows she is able to maintain good continuous improvement.

What steps need to be taken to improve provision further?

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

- strengthen the use of self-evaluation to identify strengths and prioritise improvements for development that will continuously improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder organises her setting well. She uses a range of good procedures to help her to safeguard children. These include those to cover children's arrival and departure, which helps safeguard children's well-being. She completes regular risk assessments of the premises and her regulatory record keeping is up to date. The childminder has begun to evaluate her provision to identify strengths and priorities for improvement. She receives good feedback from parents during their monthly review meetings and from the children. However, she has not yet fully evaluated all aspects of her provision due to the short amount of time she has been childminding. Since registration, the childminder has made a number of improvements to her setting which have had a positive impact on the children she is caring for. For example, she has created more floor space for children to use by rearranging the furniture. She makes good use of local amenities with the children and travels further afield with them during school holiday periods. By participating in regular outings children develop a good understanding of their local community and the world around them. Children have independent access to a good range of resources, including books and toys to support their imaginative role play and physical development.

The childminder has a good understanding of equality of opportunity issues. She has a small range of good quality toys which provide children with positive images of race and culture. Children participate in a range of activities which help them understand where different people come from and about disabilities and cultural differences. The childminder has experience of caring for children with disabilities. She is consistent in providing for each child's individual needs, such as their dietary or medical needs. The childminder's good attitude towards equality and diversity means that children learn about each other's differences. The childminder effectively works in partnership with other care providers and schools that the children attend. For example, she gets daily reports from one local school teacher regarding a child in her care. This allows her to provide a consistent approach in supporting that child's needs. The childminder's effective partnership working helps ensure that children receive good support. The childminder is also effective in working with parents. They receive their own copies of her written policies and procedures. They converse daily with the childminder about their children's achievements and get involved in their children's learning. Children receive consistent care because regular discussions of their needs take place.

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

Children report they are happy to attend the childminder's setting. They explain what they like to play with whilst there. They laugh and joke with the childminder and her assistant, and offer their views and thoughts on all manner of subjects. For example, they discuss issues such as the 'Titanic', their behaviour and whether

squids live in sewers. They are looking forward to the trips they are planning with the childminder during the school holidays. Children show they feel safe in the setting as they chat freely about their lives.

Children who are in the Early Years Foundation Stage and who are in full-time education receive complementary care from the childminder. This means that the childminder bases the activities she provides for children on their likes and interests rather than on their next steps. She plans a variety of adult-led activities for children to engage in, but also respects children's decisions about what they choose to play with. The childminder effectively provides equipment to make sure that all the areas of learning are covered. Children really enjoy craft activities and have made many items to take home to their parents. For example, they made bunches of flowers from paper to give to their mums on Mothers' Day. One child chose to make a model of the Antarctic, inspired by a picture in one of the childminder's books. The childminder extended the child's learning by showing her maps and using the globe to find out where the Antarctic is. The children use the good range of construction toys to make items to play with, such as a garage for the cars and enjoy the role play equipment to help them extend their imaginations. For example, they plan a pretend trip to the beach with their babies. The children use the indoor electronic games console to exercise indoors and accompany the childminder to local parks for outdoor play activities, such as playing team games with the parachute. Because children can initiate their own activities they are becoming confident learners and are acquiring a good range of skills for the future. The childminder regularly observes all children and records all aspects of their learning and development towards the early learning goals of the Early Years Foundation Stage. The children are involved in helping the childminder keep their journals up to date. The journals clearly show that children are making good progress, particularly in their personal and social development.

Children eat food which is healthy and nutritious. The childminder provides the children and parents with a bi-weekly menu plan of a variety of different meals. The childminder has rules regarding food and encourages children to try new foods before they say they don't like something. Children participate in cooking activities and they know they must follow the childminder's good hygiene procedures before they can cook anything. The childminder's assistant who uses good food preparation procedures generally prepares meals. Children have lots of opportunities for outdoor play. They are beginning to adopt a healthy lifestyle because the childminder promotes healthy eating and active play. Children make a positive contribution to the setting. They choose their own activities, make suggestions for outings and games and join in activities with gusto. They can explain the childminder's good procedures for emergency evacuation of the premises and how they comply with the childminder's instructions to help them keep safe. They can also explain the childminder's rules for behaviour and what might happen if they misbehave. They make the setting a happy place to be as they play well together, help each other and show each other concern when needed. The children have an enjoyable time at the setting.

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	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

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

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met