

## Inspection report for early years provision

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<b>Unique reference number</b>	EY435975
<b>Inspection date</b>	25/04/2012
<b>Inspector</b>	Lara Hickson
<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.

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 registered in 2011. She lives with her two children aged four and one year in a three bedroom house in South Darenth, Kent. There are many local amenities close to the setting or in the neighbouring villages including parks, toddler groups and a library. Minded children have access to the whole of the ground floor of the setting where there is a lounge/dining area and a downstairs toilet. Children have supervised access to the first floor for sleeping purposes. There is a fully enclosed rear garden for outside play activities. The family have no pets.

The childminder is registered to care for a maximum of four children at any one time, one of whom may be in the early years age group. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. There are currently four children on roll, three of whom are in the early years age group. Children currently attend on a part time basis. The childminder is a qualified nursery nurse.

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

Overall the quality of the provision is good.

The childminder effectively supports the welfare and developmental needs of children in the Early Years Foundation Stage. She works very closely in partnership with parents to ensure that children's individual needs are met. Partnerships with other settings have been established. Resources are easily accessible to the children so they can independently select their choice of activity and the childminder ensures that these reflect the six areas of learning. The childminder has self-evaluation systems in place to identify her strengths and priorities for further development. Documentation is maintained well.

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

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

- extend links with other settings that children attend to further promote their learning and development

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

Children are safeguarded well in the provision. The childminder demonstrates a good understanding of her responsibilities regarding safeguarding and all concerns

would be fully documented. She has produced a written safeguarding policy to refer to and this is shared with parents so they are clear about the childminder's responsibilities to promote the welfare of the children in her care. She also has contact details in place regarding the safeguarding team in her local area.

The childminder demonstrates a positive approach towards inclusion. She works closely in partnership with parents to meet fully the individual needs of all children attending her setting. The childminder demonstrates a comprehensive understanding of each child's unique needs. Detailed information of individual requirements is recorded on child record forms. At the start of each placement parents are asked to complete 'All about me' forms. Information included in these is used by the childminder to form a baseline assessment for each child. The childminder keeps parents well informed about their child's care, learning and developmental needs through the daily contact book. She also liaises with them verbally upon arrival and collection. Comprehensive observations are made on children, demonstrating what they have achieved. These include the next steps in all six areas of their individual learning journey. Partnerships with other settings have been established, although currently this does not relate to the children's learning and development. The childminder encourages children's confidence and self-esteem through praise and encouragement which supports children to repeat new skills. For example, when children say new words the childminder praises them verbally and applauds their new skill. Children are able to independently select resources from the wide range available. There is a range of resources that depict positive images of disability, gender and culture. The childminder has introduced children to different cultures through festivals to promote their understanding of the world around them.

The childminder demonstrates a keen capacity for improvement. She has completed additional courses since registration and has altered some aspects of her home setting to improve outcomes for children. A formal self-evaluation identifies areas of strength as well as areas that the childminder would like to develop further. She recognises the value of self-evaluation to monitor her setting and the self-evaluation methods in operation support the development of the childminder's practice. For example, she has used parent questionnaires to ensure parents are happy with the level of service she provides. Any suggestions or concerns that arise from these would be used to develop the setting further. The parent questionnaires are extremely positive and parents are really happy with the care and learning the childminder provides for their child. Parents also take the time to provide complimentary feedback by phone and during the inspection.

Documentation required for the safe and efficient management of the setting is maintained to a good standard. A range of written policies and procedures are in place and these underpin the childminder's practices and are shared with parents. Children's files are comprehensive and contain all relevant information to ensure that individual needs can be effectively met.

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

Children are extremely happy and settled in the welcoming family orientated setting and enjoy exploring a wide range of activities and resources. The childminder demonstrates a very good understanding of the Early Years Foundation Stage framework and of how young children learn and develop. She has introduced an observation and assessment system which meets individual needs and outlines how children are developing in the six areas of learning. The observation and assessment system demonstrates what children are achieving through a variety of activities and play experiences and identifies the next steps in each child's learning.

Children are introduced to educational concepts through the range of activities the childminder provides both within her setting and on outings. The childminder demonstrates a very good understanding of how to extend children's learning further. For example, when a child starts to walk she provides additional equipment and support to encourage this new skill further. Children are encouraged to develop their language and communication skills because the childminder talks to them continually and makes time to listen to their response. The childminder clearly understands how language develops and smiles with encouragement as younger children repeat what she has said or begin saying new words or phrases. As children play with different activities the childminder introduces concepts of colour, shape and number as well as extensive new vocabulary.

The childminder demonstrates a good understanding of how to help children to feel and keep safe. She has comprehensive written risk assessments in place. These are reviewed periodically to ensure that any hazards or risks to children are kept to a minimum. The home setting is safe and secure and systems are in place to ensure that children cannot leave the premises unsupervised. Additional safety measures have been put in place in the garden since registration. For example, a new fence has been erected between the patio and grassed areas which further promotes children's on-going safety. Fire evacuation procedures are practised regularly with the children to ensure that they are aware of the procedure to follow in the event of an emergency. The childminder has conducted these at different times of the day. This enables all children to participate in these practise evacuations whether attending the setting on a full or part-time basis.

Children's health and well-being are promoted extremely well within the setting. For example, they have daily opportunities for fresh air and exercise on walks to and from school. Regular outings to local parks enable children to enjoy a range of challenging physical equipment. The childminder offers children a healthy, well balanced range of meals and snacks reflective of their individual dietary requirements. This includes a wide selection of fresh fruit and vegetables. Children learn about healthy lifestyles as part of their daily routines and this includes good hygiene procedures, such as washing their hands prior to eating and after using the toilet. A poster in the bathroom reminds children to wash their hands. The childminder has an up-to-date first aid qualification and is able to provide

appropriate care in the event of an accident or emergency. All accidents are recorded appropriately in an accident book and parents sign each entry as confirmation that they have been informed of the accident. Any medication administered to children is recorded and parental consent is obtained. A sickness policy is in place and includes clear exclusion periods which help to prevent the risk of infection within the setting, thus promoting children's health.

## 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	1

### 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

<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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