

## Inspection report for early years provision

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**Unique reference number** 156723  
**Inspection date** 08/05/2012  
**Inspector** Claire Douglas

**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.

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 2001. She lives with her partner and their three children of fifteen, twelve and nine years in a residential area of Swanley, Kent. The home is close to shops, parks, schools, library and transport links. The main area used for childminding is the ground floor of the property with upstairs used for sleeping facilities. There is a secure garden for outdoor play.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of six children at any one time, of whom no more than three may be in the early years age range. She is currently childminding four children within the early years age range. She also offers care to children aged over five years to 11 years.

Children attend for a variety of sessions. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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

Overall the quality of the provision is good.

The childminder successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in her warm, inclusive home and they are welcomed as part of the family. Good relationships with parents ensure that the childminder knows children well and provides the care and support they need. The childminder has begun to reflect on the service she provides, overall ensuring that priorities for development are identified and acted upon, resulting in a provision that is responsive to the needs of the children she cares for and their families.

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

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

- improve the system used for self evaluating, documenting the views of children, parents/carers and other agencies, to assist in the identification of strengths and weaknesses, providing an additional focus for improvement .

## **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, and effectively safeguards their welfare. She knows what

steps to take if she has concerns about a child and has completed child protection training. She keeps a comprehensive set of the required records that promote children's health, safety and well-being. Robust risk assessments ensure that children are safe in the home and when on outings. Children have access to a good variety of age-appropriate resources and play materials that support their play and learning.

The childminder works closely with parents to ensure she has a thorough understanding of each child's backgrounds and needs, so that equality and diversity is successfully promoted. Parents are warmly welcomed into the home and kept well informed through daily discussions, text messages and termly developmental and photographic logs of their child's progress. They also have their own set of well-written policies and procedures. Parents comments show they are very happy with the service provided, for example, 'Friendly and approachable, she always manages to meet my child's needs and mine and both my child and myself are very happy with the care she provides' and 'She arranges excellent activities for the children. There are frequent trips to the parks, weekly trips to a song and story session at the library and farm trips. We never have tears at drop off and at pick up time; our child is having so much fun with the other children and the childminders family that we often have tears about leaving. We think the childminder is excellent in all areas we feel like we work in partnership with her and that she is a very important extension to our family.' They also comment that 'All the children she looks after adore her. I generally do feel there is a love for the children she looks after.'

The childminder builds effective partnerships with other professionals where appropriate, such as toddler groups, pre-schools and other childminders. She liaises with the local school where older children attend. She values local training opportunities and endeavours to attend relevant courses to assist in developing her knowledge and skills. The childminder has begun to evaluate her service. However, the views of children, parents, carers and other agencies are not used to assist in the identification of strengths and weaknesses, in order to provide an additional focus for improvement. Previous actions taken to develop the service have led to improved outcomes for children; for instance, the childminder has rearranged the way she stores resources and play materials with low drawers. This encourages children to develop their independence and self-confidence as they help themselves to their favourite items.

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

Children show a strong sense of belonging and security at the childminder's. They are familiar with the daily routine and expectations and are developing a clear understanding of how to keep themselves safe. They discuss daily, why they need to stop, look both ways, and wait for the correct signal, before they cross the road. They know that they must not run on too far in front when walking in the park and they take part in fire evacuation practices that ensure they know what to do in an emergency.

Children adopt good, simple hygiene routines. They ensure their hands are clean, before their snack, after a messy activity or after touching the animals, using their

own flannel and liquid soap, helping to protect them from the risk of cross-infection. They make healthy choices as they are offered a varied and nutritional breakfast and lunch menu, according to the parent's wishes, which incorporates a variety of fruits daily. Children enjoy physical exercise, both inside and outside, every day as part of a healthy lifestyle. For example, walking to the local park to practice running, kicking a ball or climbing skills or when dancing and singing to music within the home.

Children develop warm and caring relationships with the childminder. She is dedicated to ensuring children are occupied and enjoying their time, whilst encouraging learning and sharing through the games she plays with them. Their behaviour is good and they show an awareness of responsibility within the home. Increasing levels of independence promoted, as they select their own play materials and enjoy suitable praise as they put them away before choosing something else. The childminder ensures that children are given the time and support they need to master skills for the future, such as practicing dressing skills and learning how to eat with suitable cutlery.

Children take part in a good variety of activities and experiences both in the home and through visits to groups, such as toddler groups, and the library for a song time, which they love. Their development is supported across all areas of learning, and they are interested and motivated to learn. The childminder makes observations of children's achievements and identifies the next steps for their learning, which formulate the activity planning.

Children communicate well. They are beginning to use language to start conversations and express ideas. They listen attentively to stories and enjoy reading books on their own and together with the childminder. Children use their problem solving skills to work out how they will get the shaped brick to fit in the correct hole, showing delight with the achieved objective. They explore the natural world when out walking or when planting cress that they watch grow on the windowsill as they care for the seeds.

The childminder makes the most of diversity to help children understand the world they live in. Open discussions about what they can see when they are out in the community are continuous. The childminder helps the children learn to value a range of cultures and beliefs when they take time to celebrate a variety of festivals and share related library books that they have chosen as part of their routine. Children are beginning to use their imaginations as they play and particularly enjoy making pretend dinner or pouring cups of tea with the childminder. They enjoy craft activities such as decorating biscuits and mixing chocolate crispy cakes. Crayons, pens and paints are used freely to design according to their own ideas. Children benefit from a well balanced daily routine; they are occupied and stimulated throughout the day and thoroughly enjoy their time with the childminder.

## 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

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