

Inspection report for early years provision

Unique reference number	EY436889
Inspection date	14/05/2012
Inspector	Joanne Wade Barnett
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 was registered in 2011. She lives with her husband two school-aged children and one pre-school age child in Ashford, Kent. Her home is close to public transport, schools, shops, parks and other amenities. The whole of the premises are registered with the ground floor areas predominantly used for childminding. There is an enclosed garden for outside play. The childminder has a pet dog.

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

The childminder drives or walks to local schools to take and collect children. She also attends the local childminding groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play happily in a safe, secure environment where their individual needs are met. The childminder has a good knowledge of child development and offers a variety of activities in her home and on outings in the community. She observes and assesses children's abilities, and planning for future learning helps the children to make generally good progress in their development. However, systems to monitor achievement over time are not fully effective in helping children take the next steps in learning. The childminder provides a warm, welcoming environment for the children and their families. This is reflected in the good partnerships she has established with parents and carers, and the good systems in place for sharing information. However, this is not fully embedded within the learning records. The childminder's methods of self-evaluation are good and she is committed to improving outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the record of observational assessment to monitor children's progress effectively, to further support planning for the next steps in their learning and development
- encourage parents to review their children's progress regularly and contribute to their child's learning and development record.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of protecting children and is committed to promoting their safety. Arrangements for safeguarding children are thorough, with all the relevant documentation in place, including an effective written policy. The childminder reviews her information on a regular basis and has attended training in this area. She carries out good risk assessments and reviews these regularly, to help ensure children play in a safe environment. The risk assessments include outings and the outside play space.

The childminder actively promotes equality and diversity. She provides an exciting range of activities that support children's understanding of different cultures and celebrations. All children are included and made to feel welcome, safe and confident. Children use a good range of resources reflecting diversity, including small world toys, baby dolls, books and jigsaws. All resources are easily accessible and well maintained. Children make informed choices and lead their play, selecting their favourite toys. The childminder ensures children are stimulated and engaged in activities by rotating toys on a regular basis.

Through self-evaluation, the childminder has identified and has a good understanding of her strengths and areas to develop. She is committed to promoting good outcomes for children and is keen to continue her training in the future. The childminder constantly reviews her provision, making changes where necessary and evaluating her provision to promote outcomes for children. The childminder is enthusiastic and keen to extend her knowledge and skills to further develop her practice, promoting continuous improvement.

Partnerships with parents are very positive and the childminder helps to ensure each child's needs are met. Parents receive a diary with descriptions of their child's routine and activities each day. This promotes continuity of care for the children and ensures their welfare is given high regard. However, children's assessment records are not shared on a regular basis to enable parents to fully contribute to the children's profile files. All policies and procedures are given to parents and their consent requested for aspects of care relating to children's safety. Through letters, parents express their great satisfaction with the care the childminder offers and comment how their children are made to feel like one of her family. The childminder understands the importance of establishing partnerships with outside agencies and other providers who share care, to meet children's needs. This is in the process of being fully embedded into the childminder's practice.

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

Children settle well into the childminder's home, because she provides a calm, welcoming environment. All children are able to move freely around the available

play space and make decisions about what activities they would like to participate in. Children find resources and toys that interest them, such as the cars, wooden train sets and play house, or make further choices from toys stored in the conservatory. Books are available for children of different ages, along with games and jigsaws. Children are encouraged to look at shapes, colours and to count items in their daily play. They enjoy listening to stories and begin to show familiarity with well-loved books. The childminder makes simple observations of the children and has a good knowledge of where each child is in their learning and development. However, her systems do not help her to monitor their progress effectively to accurately support planning for the next steps in development.

Children have good opportunities to learn the importance of a healthy lifestyle. They are encouraged to be active indoors and outdoors and learn the importance of exercise. The childminder encourages healthy meals and snacks and she talks to the children about healthy eating. Children learn the importance of personal care routines, washing their hands after using the toilet and before eating. Children are helped to feel safe and secure, as the childminder checks that her home is suitable for their play through regular risk assessments. Children are told about keeping themselves safe and why some behaviours and equipment are dangerous. For example, they are told about not putting things into their mouth and are reminded about staying with the childminder and holding hands on outings. Fire drills are practised to enable children to understand about evacuating the property in an emergency and they know that they must stay together.

Children display a sense of security, as they confidently move around in the childminder's home. Children are valued and respected within the childminder's home, regardless of background or ability. Children show they feel safe as they approach the childminder for support and happily talk while enjoying her participation. The childminder talks to children about keeping themselves safe when walking around the house and negotiating toys left out. Children behave extremely well and are fully aware of the expectations of the childminder. She talks to them about what they would like to play with and helps to support their confidence and social skills through good interaction. Children's progress in communication, literacy and skills relating to communication technology is developing well. Very young children are active, inquisitive learners, and develop good skills to support them in the future.

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

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

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