

Inspection report for early years provision

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Inspection date	16/05/2012
Inspector	Liz Caluori
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 2011. She lives with her husband and two young children in Knockholt, near Sevenoaks, Kent. Childminding generally takes place on the ground floor, with first floor bedrooms available for rest and sleep. Toilet facilities are also on the first floor.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight years, of whom two may be in the early years age group. There is currently one child in the early years age range attending on a part-time basis.

The childminder is a member of a local childminding group and she is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have great fun and thrive in the safe, homely and child-centred environment. They are making good progress towards the early learning goals and resources and activities are generally highly effective in supporting children's development. Systems are mostly very well organised and efficient; although not all legal requirements are being met relating to documentation. Robust self-evaluation supports the childminder to very effectively prioritise ongoing future improvements and she has competently identified where there are gaps in her provision. Partnerships with parents and other professionals are strong, helping children to settle easily and promoting consistency of care.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 11/06/2012

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

- extend the range of resources to show positive attitudes towards disability
- explore ways to enable children to have opportunities to be outside on daily

basis and have first-hand contact with a range of weather and seasons.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her responsibility to protect children and has clear written procedures, which she shares with parents. She is aware of the process to follow should she have concerns about the welfare of a child in her care. The childminder competently assesses the risks in her home and planned outings to promote children's safety and encourage their independence. She undertakes regular checks of her home, based on her risk assessment, to ensure that it remains safe. Although the risk assessment records are in place, the childminder does not record sufficient detail to meet the specific legal requirement, such as the frequency of the checks and dates they are completed. As the childminder is risk assessing the environment for children effectively, this paperwork omission does not have a significant impact on the safety and well-being of children.

The childminder has clear and efficient systems in place to support her in monitoring children's progress and planning for their next steps. She has a good knowledge of child development and the learning and development requirements of the Early Years Foundation Stage. As a result, she effectively provides activities and experiences that children enjoy and that help them make good progress. The childminder uses good self-evaluation systems to identify the strengths within her practice and any areas for improvement. She actively seeks comments and suggestions from parents through the use of questionnaires.

Children play with an impressive range of resources, most of which are set out in the playroom. They confidently transport items around the childminder's home to extend their play. Space is well used to provide a homely, child-centred environment with room for younger children to practise their mobility. The childminder also makes good use of local facilities, such as groups and libraries to offer children access to a wider range of resources and develop their social skills. The childminder offers a good level of support to help children understand and respect diversity. Books and resources are available which promote positive images of different cultures, religions and backgrounds. The childminder has identified this as an area for improvement as she wants to include resources that reflect disability. The childminder gives good consideration to identifying and respecting children's individual personalities and preferences, supporting them to settle easily and promoting their self-esteem.

The childminder is aware of the importance of working in partnership with other early years practitioners where care of children is shared. She has good arrangement in place to exchange information to promote children's development and provide cohesive and consistent care. Children benefit from observing the friendly interaction between the childminder and their parents. This helps them to settle easily and feel secure. Parents express high levels of satisfaction at the care the childminder provides. Their written comments in completed questionnaires state that they are happy that they can relax knowing that their child is having a

great time in safe hands. The childminder also regularly sends parents pictures of their child engaged in a range of activities.

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

Children make good progress in all areas of their development as a result of the care and attention given to identifying and addressing their individual needs. They confidently make choices about the toys they want to play with. They enthusiastically take part in activities and experiences that promote all areas of their learning. The childminder provides a good mix of free play and adult led activities. She is very skilled in knowing when to intervene and when to stand back and allow children to make their own discoveries. She understands how to engage and extend children's interest by enthusiastically introducing new ideas and activities.

Children's language is developing very well and they chat happily as they play. They enjoy looking at books and take part in singing games which extend their vocabulary. Good opportunities exist for children to develop their knowledge and understanding of the world, through regular nature walks and taking part in activities to mark a range of different festivals and celebrations. Children benefit from a broad range of activities that promote their creativity, both in the childminder's home and in local groups. They enjoy arts and crafts, music activities and role-play games. The childminder provides children with consistent opportunities to develop their future skills using information communication and technology equipment, for example computers and cameras. Additional resources, such as puzzles and construction bricks, encourage children to develop their problem solving skills. The childminder skilfully encourages them to consider concepts such as number, shape and colour as they play.

The childminder's home is very clean and well maintained. It has been inspected by a local authority food hygiene advisor at the childminder's request. Children receive good support to adopt healthy lifestyles. They learn important personal hygiene skills with reminders to wash their hands before eating. The childminder offers many opportunities for physical play and children go outside regularly, although this tends to be on dry days. She takes them out to explore unusual weather conditions, such as snow, but does not routinely promote outdoor play in the rain or cold weather. Children enjoy nutritious snacks and meals planned to reflect their individual dietary needs. The childminder has a vegetable patch in the garden for the children to grow and tend plants for later consumption.

Children demonstrate a strong sense of security in the childminder's home. They listen carefully to her guidance and gentle reminders and have a good understanding of the routines and boundaries. The focus placed on manners, consideration and cooperation very successfully promotes children's social skills. Children enjoy the freedom they receive to explore the environment. This helps them to develop independence in their learning which prepares them well for their

future educational experiences.

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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