

Inspection report for early years provision

Unique reference number	EY270681
Inspection date	10/01/2012
Inspector	Sue Taylor

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 2003. She lives with her husband and three children aged 22 months, seven, and nine years old, in Tonbridge, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, with the exception of the bedrooms, which may be used for sleeping. There is an enclosed garden for outdoor play. The family have a cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years at any one time; of these, no more than two may be in the early years age range. The childminder is currently minding one child who is in the early years age range. She is also registered by Ofsted on the voluntary part of the Childcare Register to provide care for children aged eight years and over. The childminder is not registered to provide overnight care.

The childminder attends toddler groups on a regular basis. She holds a BTEC National Diploma qualification in Nursery Nursing from 1994.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very settled and their individual care needs are met well. They make good progress in their learning, although the monitoring of their development is less effective. Overall, the required records are well-maintained. Positive partnerships with parents are developing well to support children's learning. The childminder is aware of what she needs to do to develop further and demonstrates a positive capacity to maintain continuous improvement.

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). 02/02/2012

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

- Improve the current assessment process with clearer indications of a child's progress towards the early learning goals from their starting points, to enable

- any achievement gaps to be identified and narrowed and share this with parents
- strengthen the identification of children's next steps in their learning and encourage further involvement from parents in supporting their child's learning.

The effectiveness of leadership and management of the early years provision

The childminder organises her home so it is safe for children to use, by, for example, using safety gates at the stairs and entrances to the kitchen. She demonstrates a high level of commitment to promoting children's safety. A risk assessment record is in place. However, it is more of a list and does not note when checks are carried out or how potential risks are minimised. This breaches a specific requirement of The Early Years Foundation Stage framework for documentation. All other required records are well-maintained. There are effective procedures in place for identifying any child at risk of harm and liaising with the appropriate child agencies. The childminder has a good understanding of her role in safeguarding children and shares her policy with parents. Recent training in child protection helps to ensure that she has a good knowledge of the local procedures and current guidelines.

Overall, the childminder has a good awareness of her strengths and areas for development to improve outcomes for children. This is exemplified by her recognition of the value of obtaining parents' views and her plans for a questionnaire in addition to current discussions. The childminder has great enthusiasm, with a positive driving ambition towards securing further improvement.

An excellent range of good quality resources are freely available to children who make easy choices about their play. The childminder uses the resources exceptionally well to encourage children's involvement in activities and to support their ongoing learning. She patiently shows a young child how to use safe scissors when playing with dough, or creates a den for children's imaginative play with a pop-up tent. The childminder supports children's growing understanding of the wider world and people's differences through the use of some good toys and books.

The childminder has a good knowledge of each child's background and needs. Detailed information obtained when a child starts enables her to include areas for development suggested by parents in her planning. The childminder has a general overview of children's next steps and where they are in their progress towards the early learning goals. However, this information is not being used effectively and makes the monitoring of children's progress and the identifying of any potential gaps more difficult. A highly positive relationship with parents is in place, helping to ensure that each child's needs are met. The childminder maintains a daily diary informing parents of the child's day and parents contribute very useful information about the child's time away from the childminder. However, the sharing of specific detail about children's next steps or their progress towards the early learning goals

is less effective. As a result, parents are not fully encouraged to make a greater contribution to their child's learning and development records.

There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in partnership with any other settings if the need arises.

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

The childminder has a clear focus on helping children to make good progress in their learning and development, and promoting their welfare. She is aware of how well children are progressing and supports their learning well. However, her supporting records are less reflective in demonstrating the good progress made. Good quality interactions with the childminder and organised routines help young children to become secure and confident. The organisation of the ground floor and resources enables children to make safe and easy choices about their play. As an example, a child spots the play dough on a low shelf and the childminder takes the child's lead and a fun activity follows. Children excitedly use the various tools to make shapes out of the dough, developing their physical skills and problem solving abilities. The activity is also used to introduce counting and colour recognition.

The childminder is good at promoting children's involvement and enjoyment of books and stories. Effective questioning from the childminder demonstrates a child's recollection of a favourite story. Using props, the childminder engages children in the story. Young children begin to recognise their printed name through self-registration as they arrive. Children's language development is supported well through talking, reading stories and singing songs. There are some cause and effect toys that support children's growing awareness of technology. The children make good overall progress in developing the personal qualities that enable them to develop skills for their future learning. The childminder supports children well as they become active, curious and inquisitive learners. Children learn to keep themselves safe as they learn how to cross roads safely. A young child shows confidence as they safely climb into their seat at the table.

Children gain an extremely strong sense of belonging. Children are valued as individuals and develop very positive self-esteem. Resources that reflect positive images of other people are freely available to help children gain an awareness of diversity. Young children choose to play with the black doll or choose a book to share with the childminder about different religions and backgrounds. Young children's behaviour is managed well. Young children appear content and settled, because their health, physical and dietary requirements are well met. Children benefit from healthy snacks, such as a choice of fresh fruit, including raspberries, strawberries and easy peel oranges. They have their drinks to hand at all times. They learn the importance of good personal hygiene routines as they start to wash their hands after nappy changes. Play in the garden or walks in the park and woods support a healthy lifestyle.

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	1
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	3
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

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