

## Inspection report for early years provision

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<b>Unique reference number</b>	EY441380
<b>Inspection date</b>	18/07/2012
<b>Inspector</b>	Mary Vandepeer
<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.

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## **Description of the childminding**

The childminder registered in 2012. She lives with her husband and two young children in Kemsley, Sittingbourne, Kent. The whole of the childminder's house is available for childminding and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children aged under eight years; of these, two children may be in the early years age group. The childminder currently cares for two children in the early years age group. She attends the local toddler group and childminding groups. The childminder also walks or drives to local schools to take and collect children.

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

Overall the quality of the provision is satisfactory.

The childminder provides a safe and welcoming environment for children and suitably meets their individual care needs. The childminder ensures all children have opportunities, both indoors and outside, to make steady progress in their development. She engages with children's parents daily and provides information about their child's day. However, systems to involve parents and others involved in children's care are not fully established to support children's learning and development. Overall, age appropriate resources are available but there are few resources reflecting the diversities in today's society. The childminder uses self-evaluation to identify her priorities for development, demonstrating a sound capacity to maintain continuous improvement.

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

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

- strengthen the processes to ensure there is a two-way flow of information, knowledge and expertise both with parents and with other early years settings that children may attend, to help support and extend their learning and development
- improve provision of resources to ensure all children can benefit from rich and diverse learning opportunities at all times .

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

The childminder only recently registered and started minding children just a few months ago. Her understanding and knowledge of safeguarding issues is sound. Promoting children's welfare and safety is a main priority. The childminder has a range of relevant information and contacts to refer to, if she has concerns for the

welfare of a child. She conducts and records appropriate risk assessments, in addition to regular visual safety checks. This enables her to help children play and learn in safety. She maintains and implements the required records and procedures to help promote children's continued well-being. The childminder keeps up to date with current requirements generally well. The toys and resources provided are easily accessible for children to choose from and the range covers most areas of learning. The childminder makes appropriate use of her local community, such as visits to toddler groups, to promote children's social skills.

Equality and diversity is beginning to feature throughout the childminder's practice. For example, children are able to sign many simple words and phrases, such as 'please', 'thank you', 'hello' and 'goodbye'. However, there are few resources that help children learn more about the differences in people. Overall, the individual needs of every child and their family are addressed appropriately. She uses self-evaluation and reflective practice to identify her strengths and prioritise areas for development in her provision. The childminder plans to attend further training courses, to improve her personal and professional development. This reflects a positive attitude to maintaining improvement over time.

The children currently cared for by the childminder do not attend any other early years settings. However, the childminder is aware of the need to work in partnership with any other settings if the need arises. The childminder is starting to engage with children's parents. There are sufficient opportunities for them to give her information regarding their children's care needs and abilities when they start with her. Parents are kept informed about their children's progress but are not yet fully involved in their learning and development. The childminder ensures information is shared verbally when children arrive and are collected, enabling her to meet their every day needs. Children are able to feel safe, secure and supported when with the childminder.

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

The childminder is becoming confident in her knowledge and understanding of the Early Years Foundation Stage framework. She uses this to provide children with opportunities to help them make satisfactory progress in their learning and development. Children are happy and eager to engage in the activities provided by the childminder. Children have only been with the childminder for a few months. However, they are able to make their feelings known and she responds appropriately to their needs. This helps them develop self-esteem and confidence. They show they feel secure in the setting. The childminder ensures that she provides toys she knows children enjoy and in which they are interested. The childminder has resources that cover most of the areas of learning. Children ask or indicate what they want to play with and help the childminder provides them. Younger children interact confidently with the childminder and clearly feel safe in her company. The childminder plays, talks and listens with them. Children clearly enjoy listening to stories and looking at the pictures. Moulding dough with cutters and rolling pins help provide children with new and different physical skills, for

example hand to eye co-ordination. Dolls, buggies and kitchen play resources are used by children to mimic what they see and do at home. There are limited resources, for example, dressing up and small world figures, to help children recognise that not everyone is the same. The play environment is developing into a child friendly area, where toys and resources are available. A door to the garden from this space allows children to move freely between indoor and outdoor play.

Outside, children love collecting water and watering the tomatoes, runner beans and tomatoes. They are able to learn about how to care for plants and how food is grown and they have a good understanding of healthy lifestyles. Children have shaded areas in the garden where they can play in the sand together. Children are also taken to local play parks and toddler clubs. This provides them with the opportunity to socialise and be active. Children learn about road safety and, even younger children are learning how to keep themselves safe, as they negotiate the steps with care.

The childminder is able to talk about children's abilities and areas of progress. She knows the children well, despite only minding them for a short period of time. Overall, children have an enjoyable time using the toys and activities. The childminder observes children's play, identifies their next steps and plans to help promote better outcomes for children. Children are offered food and drink that matches their individual dietary requirements; some is provided by parents. The childminder encourages children to make healthy and nutritious choices. Children get on together well, even though they are still quite young. They are learning how to share and take turns, which are essential skills for the future. The childminder has age-appropriate strategies to manage their behaviour. Children display a sense of belonging and security with the childminder, showing they are settled and happy.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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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