

Inspection report for early years provision

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Inspection date	24/07/2012
Inspector	Stacey Sangster
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 2010. She lives with her husband and two children in a residential area of Maidstone, Kent. The whole of the childminder's house is used for childminding and there is a fully 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 at any one time. She is able to care for up to two children in the early years age range. The childminder is currently offering care to nine children of whom two are in the Early Years age range and four more are under the age of eight.

The childminder drives to local schools to take and collect children. She attends the local parent/toddler group and local childminding groups. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder meets the needs of children in the Early Years age range well. She has an excellent range of resources to support children's learning and uses these creatively and effectively to help children reach their full potential. Safeguarding arrangements are particularly strong. The childminder reflects on her practice on a regular basis and is quick to take action where she identifies any weakness. She is committed to ongoing training and her capacity to continually improve is strong.

What steps need to be taken to improve provision further?

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

- ensure that parents have opportunities to contribute to the assessment of their children's progress in a variety of ways to improve parental engagement.

The effectiveness of leadership and management of the early years provision

Safeguarding is given very high priority by this childminder. She has a clear written policy and demonstrates an excellent understanding of her role and responsibility in relation to safeguarding children in her care. The policy is available to all parents and is implemented robustly to ensure that any concerns are shared appropriately. No unvetted person is permitted to have unsupervised contact with minded

children. A thorough risk assessment has been undertaken in relation to the home, garden and outings. All risks identified have been appropriately minimised and the written record of the risk assessment meets requirements. Children are provided with excellent opportunities to risk assess for themselves, building a secure knowledge of how to keep themselves and others safe. They talk confidently about how to evacuate the building and know the safe places to go to as they practise fire drills on a regular basis.

Resources are of high quality, plentiful, well maintained, easily accessible and appropriate for the ages of the children attending. The equipment is used innovatively to support children's learning and development. The childminder uses information from the internet and training to ensure that she is following the latest guidance to support children's learning. For example, she incorporates 'Every Child a Talker' resources to develop the language and communication of children from birth to five years of age and a high quality phonic programme to support their growing understanding of reading and writing.

There is a strong partnership with parents. A good two-way exchange of information is established in relation to care and is developing well in relation to learning. An online tracking and assessment system enables the childminder and parents to monitor children's progress and contribute observations and comments. Not all parents have engaged with this process, resulting in some children's assessments lacking detailed parental contributions.

The continuous and systematic assessment undertaken by the childminder, enables her to identify gaps in a child's learning and development as they first emerge, and allows targeted planning to support any areas of weakness. The childminder strives to make all children and their families feel welcome in the setting. She tailors her service to meet the unique and individual needs of each child and ensures that most children can easily find images that reflect them and their families.

Documentation and recording systems are well organised, professionally kept. They support the work of the childminder effectively; providing a good level of information to parents about the aims and objectives of her service. The childminder is aware of the need to form partnerships with others, in the instance that a child is attending more than one setting.

The childminder is committed to ongoing improvement. She reflects on her practice, attends training, reviews her recording systems and takes steps to make changes where she identifies any weakness.

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

Children enjoy their time in the care of this childminder. They explore the child-friendly play spaces confidently and are able to access the resources freely. Children squeal with laughter as they pretend to be animals, demonstrating their

knowledge of a range of animals by trying to replicate their movements as they play. They chase each other, snapping their arms together when they are a crocodile and extend their necks and move slowly when a giraffe. The children move about the garden with control and speed, showing care and consideration for each other. They are careful as they 'paint' the exterior walls of the house and garage with water. Most negotiate turn-taking well, and without the need for adult intervention. All children are making good progress across all six areas of learning due to the childminder's targeted planning which supports children's learning by narrowing gaps in their learning and building on what they already know. Children demonstrate that they feel safe, by approaching the childminder without hesitation and growing in confidence around new people when offered the childminder's support. They are all developing a good awareness of what actions might be hazardous, and even the youngest children are beginning to risk assess for themselves, because the childminder and older children remind them to think about safety as they play. Children behave well in this setting. They have a clear understanding of the childminder's expectations of them and can be heard reminding each other of the simple house rules. Hygiene routines help the children to develop a good understanding of how to keep themselves healthy, and they make choices from healthy snacks and meals, discussing which foods are good for their bodies and which need to be eaten in moderation. The children in this setting are gaining valuable opportunities to grow in confidence, independence and show high levels of self esteem. They have access to a wide range of resources which allow them to 'play' at real life scenarios involving technology such as tills, calculators and household appliances. They are keen to explore and find out how things work. They are lively, inquisitive learners and are well prepared for school and future learning because of their experiences 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

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	1
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	1
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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