

Inspection report for early years provision

Unique reference number	EY268754
Inspection date	30/09/2010
Inspector	Clare Stone
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 has been registered since 2004. She is registered to provide care for six children under eight years, of these, not more than three may be under five years, and of these, not more than one may be under one year. The registration does not include overnight care. The childminder has nine children in her care, all who attend on a part time basis. There are five children attending in the Early years age range. The childminder lives with her husband and two adult children. They live in a detached house in a village, outside of the Ashford area. There are schools, pre-schools and toddler groups nearby. The whole of the ground floor is used for childminding. And there is a safe garden for outside play. The family have a golden retriever, horses and chickens. 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 has a good knowledge of the Early Years Foundations Stage. She provides fun and stimulating activities that allow children to explore and investigate their surroundings. There are good systems in place for observing children's achievements and the childminder plans next steps to ensure children are reaching their full potential. There is a self evaluation form in place that records how the childminder intends to improve the service she provides. Partnership with parents and other agencies is in place with the childminder sharing all information to ensure the welfare of all children in her care. All policies and procedures reflect this.

What steps need to be taken to improve provision further?

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

- ensure that children's next steps are evaluative and used to inform future planning
- use mathematical language to support learning in everyday situations

The effectiveness of leadership and management of the early years provision

All the required documentation for the safe and efficient management of the childminder's service are in place. There are clear policies and procedures, and these are shared with parents. Children are effectively safeguarded because the childminder has completed a variety of training, updating her skills and knowledge to ensure she can identify and respond to children's individual needs. The childminder clearly understands her role and responsibility for protecting the

children in her care. All risk assessments are up to date and well maintained, any actions addressed immediately. Fire evacuations procedures are practiced to ensure children know what to do in the event of a fire. This helps children learn to keep themselves safe and promote independence. She has clear and well understood procedures to record accidents, the administration of medicine and existing injuries.

Children are well supported by the detailed knowledge of the childminder who provides parents with excellent information about their child's progress and the experiences they have in her care. Children's records are detailed and show how hard the childminder works to meet children's individual needs. The observations are linked to the six areas of learning with next steps clearly identified. The childminder is in the process of evaluating all of the children's next steps. This will show how children are progressing in the early learning goals.

The childminder evaluates her service and records how she can develop and extend her practice. She attends regular training in the childcare field and updates all her policies and procedures in line with legislation. This enables her to provide enjoyable and challenging experiences for all children. There is a wide range of resources and they are in good order and suitable for purpose. Children have free access and can pick and choose what they would like to play with. The childminder is very flexible taking into account children's likes and dislikes. It is a harmonious and calm environment in which children can thrive.

Partnerships are well established and make a good contribution to children's achievements and well-being. The childminder understands the importance of sharing information and is happy to work with outside agencies to ensure continuity of care. There are written permissions from parents for outings, sun cream and emergency treatment. Parents are happy with the care their children receive and feel they can ask for support and guidance. The childminder keeps contact books, which allow parents to see what their children have been doing throughout the day and write any concerns or questions. The childminder promotes good outcomes for the children in her care.

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

Children are making good progress towards the Early learning goals in relation to their starting points. The activities, resources and experience that the childminder provide, help children make good progress in each area of learning. However, the childminder is aware of extending mathematical concepts in everyday situations. Children enjoy activities such as playing with play doh, reading and playing cricket. This enables children to develop their communication, hand and eye co-ordination and confidence. Children are given plenty of praise and told how well they are doing. This encourages children to have a go and enjoy each activity with their achievements celebrated. The childminder supports the children's welfare and learning effectively. Children are provided with plenty of physical exercise through daily walks, garden play and visits to the park.

The childminder teaches the children about knowledge and understanding of the world by planting and growing vegetables and fruit. The children have the opportunity to pick and cook what they grow. They have a clear understanding of what they are doing and younger children try hard to verbalize their experiences. Children with learning difficulties are supported with the childminder attending extra courses so she can support and create a productive learning environment for all children. Children enjoy their time at the setting. They are happy and settled and look to the childminder for support and guidance. They access their preferred toys and comfortably ask for extra resources. Children are learning to keep themselves safe by gentle reminders not to run in the house and just recently they have been learning about people who help us. For example, Firemen which seems to be a firm favourite. The childminder uses topic to generally plan her activities but shows flexibility to extend children's play.

Children's behaviour is very good. The childminder uses praise and encouragement to help children understand how to share and take turns. Parents are included in any behaviour issues to ensure the childminder follows parent's wishes. Children are learning to develop responsibility for being kind to each other and how to respect and value other children's work and contributions. This enables children to develop good social and communications skills. The childminder promotes equality by celebrating world festivals and they see positive images of diversity in a range of resources and activities. This enables children to see how other people live and value their community whilst making a positive contribution.

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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