

Inspection report for early years provision

Unique reference number	EY440246
Inspection date	26/07/2012
Inspector	Sarah Morfett
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 2012. She lives with her partner in Dartford, Kent. All areas of the home are used for childminding and there is a secure garden for outside play.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She may care for six children under eight years at any one time, of these three may be in the early years age group. The childminder is currently caring for three children in the early years age group. The childminder walks or drives to local schools to take and collect children and attends a local parent/toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are clearly happy and settled. Overall, a good range of toys and resources are easily accessible and used effectively to support children's learning and development. A strong emphasis is placed on all safeguarding procedures and children's safety is a high priority. The childminder evaluates and reflects on her practice to identify priorities for development, which demonstrates a good commitment to maintaining continuous improvement. The childminder has a close working relationship with parents. This helps ensure good continuity of care and that she meets children's individual needs effectively.

What steps need to be taken to improve provision further?

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

- develop further children understanding of diversity through resources and activities that help them to become more aware of and embrace differences in religion, culture and disabilities.

The effectiveness of leadership and management of the early years provision

Children's safety is a priority. The childminder carries out comprehensive risk assessments on her home and for all outings, to help ensure any hazards are minimised. The childminder has a competent understanding of local child protection procedures. She has good supporting information for reference, for example, local guidance documents and her well written policy. She has a wide range of written information to support her good practice, which she shares with parents.

The childminder shows a strong commitment to improving her childminding service. She has started to use self-evaluation to reflect on her practice and identify her strengths and areas to develop. This continual evaluation helps her to identify improvements that will benefit the children most. All equipment and resources are of good quality and are easily accessible. These are displayed well and invite children to make choices about what to play with. This helps the children develop their independence and decision making skills effectively.

The childminder provides a service that is inclusive to all families and values all children. She has a good understanding of children's individual needs and home circumstances. The childminder works closely with parents to cater for children's learning and development. Overall, children develop a positive attitude towards diversity. The childminder has some resources that reflect diversity but has yet to implement activities that help develop children's understanding of people's differences. This means children's awareness of religion, culture and disabilities is limited.

The childminder shares details of children's well-being, learning and development with parents on a daily basis, verbally and through a contact book. She makes observations and assessments of children's progress, which she shares with parents every 12 weeks. She provides parents with a report on how their children are doing, which includes areas for development. The childminder suggests to parents activities they can do at home, so that they are fully involved in their children's learning. The childminder has developed good links with the other settings children attend. She talks to staff about children's progress and carries through activities into her setting to complement their learning and development.

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

Children are well supported in their play and learning. They arrive eagerly and clearly enjoy their time with the childminder. She makes them feel secure and they have developed a warm and friendly relationship. The childminder plans activities using her good knowledge of children's starting points. She has a clear set of learning intentions for each activity that are appropriate to each child. This means children progress at their own rate; for example, she has a bowling activity planned to develop older children's hand eye coordination and younger children's physical abilities. Inclusion threads through all that the children do, helping meet their individual needs and for them to reach their full potential.

Children enjoy good opportunities to explore and investigate through play. They get great pleasure from investigating battery operated toys, pressing buttons to make sounds or play music. They gain a good understanding of the natural world by planting seeds and learning to look after them. The childminder skilfully interacts with children, asking many open questions to extend their learning and challenge their thinking. For example, while looking at books she asks about the picture, naming colours and prompting children to count. She introduces younger children to new words by repeating them, to help widen their vocabulary. Children

use the resources well to develop in all areas of learning. For example, while playing with stacking toys they learn good problem solving skills. Children thoroughly enjoy singing and show their understanding by joining in with the actions.

The childminder uses her good knowledge of the six areas of learning to move children forward. She makes meaningful observations of what children can do and evaluates these to identify their next steps in their learning. She plans fun activities based on the children interests, as a result, children make good progress and develop good skills for the future.

Children feel safe and secure and the childminder takes good steps to help ensure her home is suitable for them to play in. There is a good range of safety equipment, such as gates to prevent access to the stairs and kitchen and soft corners on tables. Children benefit from a healthy balanced diet. They tuck into ham and salad wraps and frequently help themselves to drinks. Children learn to develop a healthy lifestyle. They enjoy regular outdoor play in the garden, park or at local groups. They make use of the challenging equipment to develop their strength and physical skills. Children behave well because they receive praise and encouragement in all they do. For example, the childminder praises them for good listening and good throwing; helping build their confidence and self-esteem so they become confident learners. Children clearly benefit and thrive during their time 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	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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