

Inspection report for early years provision

Unique reference number	EY441957
Inspection date	09/08/2012
Inspector	Jenny Kane
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 has been registered since 2012. She lives with her partner and three school age children in the Kingsnorth area of Ashford. The ground floor of the childminder's house is used for childminding and bedrooms upstairs for sleeping. There is a fully enclosed rear garden for outside play. Her partner is also her assistant. Schools, pre-schools, toddler groups, shops and parks are within walking distance. The family has a hamster.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children at any one time, of which three may be in the early years age group and of these, one may be under one year. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years.

The childminder holds a level 2 qualification in childcare. She attends the local childminder support group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and enjoy their time with the childminder who provides a range of activities and resources to help support their individual needs. They are making good progress in their learning and development because the childminder is confident in monitoring their achievements. Children are cared for in safe, secure and well-maintained premises where the childminder pays good attention to their health and welfare. The childminder strives to provide an inclusive and welcoming environment, however labelling and signs in other languages are limited. Effective partnerships with parents provide good continuity of care; however parents are not yet fully involved in contributing to their children's assessment records. The childminder has clear aims for the future and has started to use self-evaluation to identify her strengths and any areas for continuous improvement.

What steps need to be taken to improve provision further?

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

- encourage parents to review their children's progress regularly and contribute to their child's learning and development record
- encourage children to develop their reading skills through an environment that is rich in words, and consider some dual language signs.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection issues. Her clear safeguarding policy is shared with parents so they are aware of her responsibilities. The childminder is confident about raising concerns. All adults who have contact with the children are suitably vetted and she holds a current first aid certificate. She has children's safety high on her agenda. The childminder carries out daily checks of the equipment and areas used by children to assess and eliminate risks. She encourages children to learn about their own safety during play, for example by learning to use the climbing equipment and the trampoline correctly in the garden. Fire drills are practised regularly so the children know how to get out in an emergency. Children also learn about road safety on their walk to and from school.

The childminder is well organised and has written information about her service. This includes children's records, policies and procedures. There is information for parents displayed in the hallway ensuring she offers a professional service. She uses the available space well and self-selection is encouraged. Children have access to a very good range of play materials, some of which reflect diversity and positive images. The childminder has a good understanding and commitment to promoting equality and inclusion. Although she does not currently care for children who have disabilities, she is experienced and confident in her ability to care for children who may need additional support. The childminder supports children who speak English as an additional language well. However, there are few dual language resources to support these children. She is working towards being as sustainable as possible by recycling and composting.

Relationships with parents and carers are good. Parents happily share information about their children and this helps to establish their starting points. Communication continues both verbally and in the daily contact books, ensuring parents are aware of routines and activities. She is keen to establish the views and opinions of parents through daily discussions and has started to use questionnaires. Parents are happy with the service and make positive comments in these.

The childminder is very aware of working in partnership with other providers and understands the benefits to the children. She has established effective links with other local childminders, attending meetings and joint activities which are beneficial to both her and the children in her care. In addition, she has developed a back-up system with another nearby childminder. The childminder has a positive approach to her self-development and high commitment to her ongoing training. She has clear ambitions and plans for the future of her service. She is aware of her strengths and is keen to develop self-evaluation to identify areas in which she can improve her service.

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

The childminder has a good understanding of the areas of the Early Years Foundation Stage and the areas of learning. She is an experienced childcarer and is confident in providing a balance of suitable and challenging activities which helps develop children's skills for the future. Activities are planned around children's abilities and their suggestions. The childminder uses her daily observations to monitor progress and identify the next steps in children's learning. She supports children well and they respond to her interactions. Her development folders are detailed with photographs and samples of work to back up the observations. These are available for parents to view. As yet, parents are not yet fully contributing to the assessment of their children's progress to help them be more involved in their children's learning at home.

Children are involved in making decisions about what they do and where they play. Children use their imaginations well during play, moving about and choosing from the toys and suggesting ideas. For example, children are keen to use the bubble machine. The older children know how it works and explain where the bubble mix goes. They help to operate the machine by pushing the button and then run about happily trying to catch the bubbles. The childminder uses clear explanation, encourages all children to join in activities and is very aware children's individual needs. She pays them good attention and endeavours to make their learning 'fun'. This results in children who are engaged in activities and consequently, their behaviour is good.

Children are developing their communication skills. They have access to a good selection of books and enjoy trips to the local library. The childminder listens well to children and encourages discussion. While looking at the weather chart in the hallway, one child notices the day is wrong and asks for the pen. She attempts to copy out 'Thursday' and is pleased with the result. This results in a conversation about the weather today. Children's creative development is supported by a good selection of art and craft materials. During a painting activity they enjoy choosing and mixing colours. For example, they know that red and white makes pink and mix other colours to make different shades. They have great fun making a mess and the activity evolves into hand painting.

Outings in the local community and playing in the garden daily encourage children's physical development. Children walk to the majority of venues and learn that this is good as part of a healthy lifestyle. The childminder is well organised for trips, carries essential supplies and records. She has a good understanding of healthy eating and provides a nutritious diet for children in her care. Menus are shared with parents and all dietary needs are catered for. Mealtimes are a social occasion and children's manners are good. At snack time children understand why the childminder washes the fruit before they eat it to 'wash the dirt off'. They try a varied selection of fruits discussing which they prefer from the strawberries, blueberries, grapes, apples and oranges.

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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