

Inspection report for early years provision

Unique reference number	EY414841
Inspection date	13/08/2012
Inspector	Jan White

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 registered in 2010. She lives with her husband and two children in Aylesford, Kent. All areas of the property are used for childminding and there is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has a cat.

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

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder understands each child's needs and ensures their well-being is promoted. She offers a good range of activities and experiences to support children as they make good progress towards the early learning goals. Overall, the system to support most aspects of children's learning and development works successfully. The childminder has a good capacity for maintaining ongoing improvement because she understands areas for future development as well as her strengths. The strong partnerships with parents and outside agencies are good and contribute towards ensuring that the needs of all children are consistently met.

What steps need to be taken to improve provision further?

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

- improve the systems to make sure that children's starting points are consistently identified and used to make future planning more relevant.

The effectiveness of leadership and management of the early years provision

The childminder has a competent understanding of safeguarding matters and there are good procedures in place should she have concerns about a child's well-being. Children describe how they cross roads safely or the procedure to evacuate the premises in an emergency. The childminder has clear emergency evacuation procedures and effective systems to promote children's safety. She conducts thorough risk assessments which are recorded for the home, garden and all outings. The childminder consistently minimises any potential safety hazards and

maintains documentation for the safe and efficient management of the provision. She holds a first aid certificate so that children benefit from appropriate care following an injury.

Partnerships with parents and other agencies are good. Information regarding children's learning and development is shared with the parents and other settings. She actively encourages two-way communication through verbal discussions and by using a contact book. This provides parents or the local preschool with information about children's progress and activities they have taken part in. Parents praise the childminder's provision and the range of indoor and outdoor activities provided for the children. They also comment that she has robust systems to record accidents or incidents and notes events in children's communication books. The childminder consults with parents regarding the service she provides.

The childminder's capacity to maintain continuous improvement is good. She actively evaluates her practice and demonstrates a strong drive for future improvements. For example, she provides parents with information about forthcoming activities through a regular newsletter. She assesses and has a competent understanding of the strengths of her provision.

The childminder has a good understanding of equal opportunities and details of children's background needs are noted. Through a good range of activities, children are encouraged to develop a positive awareness of equality and the world around them. Every child is valued and families are supported according to their particular circumstances. Subsequently, all children are treated with equal regard and no child is disadvantaged.

Resources are deployed effectively to meet the needs of children. Children can choose their preferred activities because toys, resources and equipment are organised well. The childminder involves children in routine experiences as she encourages them to tidy away or help set up the next activity. She uses the daily routine to help children gain independence skills and learn to maintain a safe play environment. The childminder is motivated and she strives to improve her practice in order to benefit the children. Time, space and resources are used well to consistently support children's learning and development.

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

Children show they are settled and comfortable in the homely environment. They learn to identify letters of the alphabet as they link the sounds together. Children learn to share and take turns when using resources. As a result, children's social and communication skills are effectively promoted. Children's creativity is fostered and their art work is displayed. For example, they have followed the Olympic theme in their physical play and this is linked to craft activities. Children investigate using resources and love to explore how they can use these in different ways. They use hoops as targets for throwing bean bags into the centre or take turns jumping from one hoop to another.

The childminder encourages children to complete activities to their own satisfaction. They join in counting familiar resources and correctly count to five and beyond. Children's interests are successfully used to engage and extend their

learning. They are making good progress towards the early learning goals in most areas of their learning. Information about children's routines and abilities are obtained from parents. The childminder's observations note children's achievements and progress. The childminder assesses and identifies the next stage of their development. However, she has not yet established a system to use details of children's starting points in their initial assessment to lead future planning. Children are enthusiastic and take part in problem-solving activities. Their individual ideas are effectively challenged. The childminder successfully asks questions to extend their learning, for example, as they select pieces in a 'let's build our body' game. This encourages children to develop good skills for the future and promotes their reasoning abilities. Children have many opportunities for self-selection as they choose from a broad range of toys, including some resources reflecting diversity. They are encouraged to develop an understanding of environmental issues as they separate waste items into different bins. Through this, they gain an understanding of recycling and often reuse waste products in their art and craft activities. As a result, children have many opportunities to extend their knowledge of the wider world.

Children have strong relationships with the childminder as they display a sense of security. Through everyday routines, they learn about good hygiene practices. Children use challenging equipment safely through the daily opportunities for outside physical play. This provides them with exercise to develop their larger muscles. Children's health, physical and dietary requirements are effectively promoted because the childminder talks to them about the benefits of healthy eating and physical exercise. Drinks are readily available so children can help themselves if they are thirsty.

Children are well behaved because the childminder uses consistent and positive strategies to help children to learn right from wrong. They are reminded to help tidy the toys away so they are not a trip hazard. As a result, many aspects of a safe and healthy lifestyle are actively promoted.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met