

Inspection report for early years provision

Unique reference number	EY355080
Inspection date	09/11/2011
Inspector	Susan Scott

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2007. She lives with her husband and two children in a house in Barming, near Maidstone, Kent. The downstairs and first floor of her home are used for childminding, but not the second floor. There is a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children, under eight years at any one time. There are currently 10 children on roll on a part-time basis, three of whom are in the early years age range. The childminder supports children with special educational needs and/or disabilities. The family has two cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children receive good support and play happily with their friends in the safe, child-centred and inclusive environment. The childminder meets their individual needs, helping them make good progress in their learning and development. Children benefit from the childminder's close relationship with their parents as she considers their wishes and shares information. She evaluates her service effectively and identifies areas for development to maintain ongoing improvements. The childminder develops some policies, procedures and records to assist her in delivering a good service overall, though some paperwork lacks detail.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a daily record of the names of the children
looked after on the premises and their hours of
attendance (Documentation)(also applies to both parts
of the Childcare Register) 30/11/2011

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

- obtain written parental permission for children to take part in outings
- consider the use of a system to verify the identity of any visitors, record their names, the purpose of the visit, and details of arrival and departure times

The effectiveness of leadership and management of the early years provision

The childminder is aware of her role and responsibilities to safeguard the children in her care. She regularly attends training to support her understanding and skilfully encourages children to share their concerns. This protects the welfare of the children attending effectively. Children play in a well maintained, safe family home and the childminder regularly reviews risk assessments. She protects children from those who are not vetted although the childminder has not considered the benefits of keeping a record of visitors. The childminder follows clear procedures to keep children safe on outings, such as wearing high visibility jackets. However, she does not obtain written parental consent for children to take part in outings, although she does always inform them. The childminder keeps most records required for the safe and efficient management of her provision. However, she does not always record the times of arrival and departure of children on her daily record. This is a breach of a welfare requirement.

The childminder takes good steps to provide children with a safe environment and interesting activities. Children enjoy playing with the selected toys, resources and equipment, which are age appropriate and cater for all types of play and learning. They can select resources from the playroom and the childminder varies those available. A strength of the service is the childminder's ability to provide children with interesting and informative activities both inside and outside the home. The childminder is aware of children's individual abilities and plans stimulating activities to help them to progress further in their learning and development. She supports children with a variety of special educational needs and/or disabilities effectively. The childminder is sensitive to the needs of individuals and offers activities and resources that promote children's understanding of diversity well. The childminder encourages children to value differences as she promotes the inclusion of all children. The childminder uses a system of self-evaluation to evaluate children's individual needs effectively. She has an accurate awareness of what she does well and areas she wishes to develop. This demonstrates her strong capacity to maintain continuous improvement.

Good partnerships with parents and successful procedures to share information support the needs of individual children. Children who attend school benefit since the childminder is well known to the staff there. She has good contact with the local pre-school, which also maintains positive relationships. The childminder varies the experiences at her home to supplement those children have at school. The childminder is committed to providing a good quality service through building upon the expressed views of parents. She has good systems in place to keep parents informed about children's achievements and the experiences they have in her care. Parents confirm that the regular newsletters, telephone calls and e-mails ensure they receive a good service and a variety of helpful information.

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

Children are continually challenged and stimulated by the opportunities and choices offered by the childminder. The childminder sets out toys and activities ready to catch the children's interest when they arrive. Older children freely select from a good variety of choices in the playroom. The childminder successfully encourages children to develop positive interaction with others by playing a variety of inclusive games. Good manners, positive behaviour and learning about looking after themselves are cornerstones of the daily activities. Children are each valued and the childminder enables them to feel safe by providing opportunities for them to confide if they are uncomfortable about anything.

The childminder keeps a variety of records to share with parents, to involve them in their children's learning. The childminder has a good knowledge of the children's achievements and progress in all six areas of learning. This enables her to assess each child's needs and to plan how to develop their skills and understanding. She skilfully plans to aid their development, for example, helping children to learn to share and to develop their communication skills. Children enthusiastically participate in activities, such as re-organising the playhouse. The childminder values their contributions and imaginative choices.

Children understand the need keep their hands clean by washing them after they use the toilet and before they sit at the table to eat food. They enjoy healthy choices of food and drink. They discuss various foods and help to harvest, prepare and cook these so they develop an understanding of healthy eating. Children walk to and from school most days and understand that this also contributes to a healthy lifestyle. They learn how to keep themselves safe because they discuss how to act safely when they go out, for instance, by learning when and how to cross roads safely. The children's behaviour is good as they benefit from learning how to behave in a positive and considerate way when they play together in mixed age groups. Children extend their creative skills by exploring imaginative play with dolls and small toys. They sing songs and perform these for parents, which builds their self-esteem and confidence.

Children develop their numeracy skills through discussions about colours, sizes and numbers. At meal times children identify the colours of cups, counting the people and decide the number of plates they need. Children enjoy a wide range of varied activities and the childminder's questions encourage them to think about the answers. Interesting outdoor activities promote their understanding of the natural world. They enjoy the opportunity to play in the garden and can participate in vigorous physical activities. They particularly benefit from the long walk to and from school, which extends their understanding of their local community. Children make independent choices in their play and the childminder encourages them to communicate freely. They use various books and the childminder encourages them to discuss the stories and information they gather. Children learn about life in different cultures from the books they select.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept)(also applies to the voluntary part of the Childcare Register) 30/11/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept)(also applies to the voluntary part of the Childcare Register) 30/11/2011