

## Inspection report for early years provision

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<b>Unique reference number</b>	EY290347
<b>Inspection date</b>	16/03/2009
<b>Inspector</b>	June Fielden

<b>Type of setting</b>	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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the childminding**

The childminder was registered in 2004. She lives with her husband and two children aged six and 11 in Tunbridge Wells, Kent, close to shops, parks and schools. Access to the childminder's home is by a short flight of steps. The whole of the ground floor of the childminder's home, plus a bedroom on the first floor is used for childminding. There is a fully enclosed garden for outdoor play. The family has a pet dog.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group. The childminder also offers care for children aged up to eight years. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from local schools and attends several toddler groups on a regular basis.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding. The childminder has an excellent understanding of each child's individual needs in order to ensure that she promotes all aspects of their welfare. Her planning to meet the learning and development requirements of the Early Years Foundation Stage (EYFS) is based on effective observations and assessment of children. The childminder has a purposeful relationship with parents and other settings children attend, and uses this to ensure that they receive the full benefit of the EYFS through the experiences she plans for them. She is committed to improving outcomes for children, and is fully aware of her strengths and how she can further enhance her effective practice.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- ensuring that the well organised reviews of the risk assessment include anything with which a child may come into contact, such as some wires that are accessible to them in the house

## **The leadership and management of the early years provision**

The childminder actively seeks to improve her knowledge by attending relevant training to develop her practice further. She has recently started attending a course that will result in her achieving a Diploma in Home-based Childcare. She has also attended training to further develop her knowledge and understanding of

the EYFS. The childminder is very positive about the introduction of this, and believes that by implementing the changes she can already see how it is benefiting the children in her care. She has produced a wide range of policies and procedures, which are available to parents, to make them aware of how she organises her setting. Through her self-evaluation the childminder has efficiently identified some of her key strengths. These include continually referring to the guidance for the EYFS to inform her planning, and the effective settling in process she has introduced for new children. The childminder offers to visit them in their own home, and invites the child and their parents to meet her family, in order to build trust and confidence between them. She now wishes to build on the excellent links she has forged with parents and to complete the childcare course she has undertaken to further enrich her practice. The childminder has rectified the areas for improvement identified in her last inspection by regularly practising her emergency escape plan with children and keeping a record of this, to further ensure their safety. Also, her complaint record is now easily accessible to parents.

An extensive collection of information is displayed for parents on the childminder's kitchen wall. Parents are aware that they can call or speak to the childminder at anytime to discuss their child. The childminder completes a detailed daily contact book for parents of very young children, and provides parents of older children with a daily sheet which gives information about what they have been doing. Children's development records are always available to parents, and include details about the learning and development requirements. These include parents' comments pages, to enable them to add to their child's records. This effectively involves them in their child's learning, further facilitating the two way communication between them and the childminder. The childminder has developed a questionnaire for new parents, to assist her in finding out as much possible about a child before minding commences. She also encourages parents to comment on her practice and to offer suggestions for improvements to enhance her work. The childminder maintains a successful partnership with other settings children attend by regularly exchanging information with them and incorporating this into her own planning. The childminder has an extremely effective understanding of how to care for children with specific needs. She has recently attended training in safeguarding children and keeps her knowledge up to date through her own research.

## **The quality and standards of the early years provision**

Children are provided with excellent opportunities to help them make progress in all areas of learning through purposeful activities. The childminder's long term plan details the festivals and celebrations that she will cover during the year, such as Diwali, enabling her to raise children's awareness and understanding of other cultures. Her short term planning is flexible, and based on children's interests and individual needs, which she identifies through her effective system of observations. The observations include photographs of children as evidence of their achievements. The childminder links these to the different areas of learning and identifies children's next steps. For example, one observation shows that a child was counting as they walked up the steps to the childminder's house. As a result of this observation the childminder decided that she needed to sing more songs

with the child that involve counting up to 10, to further develop the child's counting skills. At the end of each term the childminder uses her observations to make assessments of children to plan their future learning.

The childminder uses an effective combination of adult-led and child-initiated activities to maintain children's interest. She participates in children's games, talking them through activities and carefully using questions to guide and extend their play. Children learn about the world around them as they use jigsaw puzzles with pictures of food from other countries. These were obtained from a multi-cultural resource box the childminder had borrowed. She explains to children how the food in the picture is different to what the children normally eat. The childminder is resourceful, and develops children's counting skills through everyday activities. For example, she gets children to count the raisins in their bowl at meal time, and asks how many are left when some have been eaten. The childminder develops children's independence and self-esteem by asking them to fetch things for her and to assist in tidying up. Children sit on the childminder's lap while they share a book, and she discusses the stories with them. The childminder makes excellent use of her questioning skills to find out what children know, asking them the colour they would make if they mixed red and white together.

Children follow effective hygiene routines, and the childminder teaches them the importance of washing their hands by sharing books about this with them. She also provides colouring activities linked to this for them to complete, as she informs them about the risks of spreading infection. The childminder is proactive in promoting healthy eating, explaining to children why this is important, and why they need to drink plenty of water. She frequently offers children drinks when it is warm. She cooks all her food from fresh ingredients, and includes plenty of fruit and vegetables in children's diet. Children's work is displayed on the walls to show that it is valued, and to create a bright and colourful atmosphere for them. The childminder uses exceedingly effective behaviour management techniques. She praises children for small achievements, such as completing a puzzle, and uses imaginative methods when young children misbehave. For example, she asks them if they can see the pink elephant, in order to distract them. The childminder plays games with children that involve them in taking their turn, and uses puzzles to help them learn how to solve problems. Children use a digital camera under supervision, to develop their skills in information technology, and there is a computer available for older children to use. The childminder's home is secure, and the childminder always remains with children when there are visitors. There is a rigorous risk assessment system in place, although this does not currently cover a few wires that are accessible to children in rooms which they use occasionally.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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](http://www.ofsted.gov.uk)

## **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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.