

Inspection report for early years provision

Unique reference number	125979
Inspection date	28/01/2009
Inspector	Jane Wakelen

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 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 1997. She lives with her husband and three children aged seven, 12 and 14 in Milton Regis, Sittingbourne, close to shops, parks and schools. The whole of the ground floor and two bedrooms and the bathroom upstairs are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five 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 four children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from local schools and attends the local toddler group. She is a member of an approved childminding network and is currently in receipt of funding for early education for three and four-year-olds. She is also a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children make excellent progress in their learning and development in relation to their starting points, because the childminder has extensive knowledge of the Early Years Foundation Stage and how children learn and develop. All children are included and highly valued within the provision supporting their well-being and involvement whilst at the setting. The positive approach to partnership with parents ensures parents are fully involved in their child's care and are able to contribute to the assessment procedure regarding their children's learning and development on a regular basis. This strong partnership, the self evaluation and continuous evaluation of her practice, carried out by the childminder, ensures outcomes for children are fully promoted and developed.

What steps need to be taken to improve provision further?

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

- extending the planning and assessment procedures to ensure all six areas of learning and development are given equal importance

The leadership and management of the early years provision

The childminder has a thorough understanding about the requirements of her registration and the Early Years Foundation Stage. She provides a flexible routine which is based on children's interests and their stage of development. This enables

her to provide activities that interest each child, whilst extending their learning in most areas. Children experience an excellent range of activities and opportunities, such as making envelopes with coins to celebrate the Chinese New Year or opportunities to splash in puddles in their wellingtons. The childminder records observations of children's learning in writing or photographs and uses this information for future plans.

The childminder constantly evaluates her provision and attends regular training to update her knowledge and skills. She seeks support from the local childminding network as well as providing support for newly qualified childminders. Her enthusiasm and motivation ensure children enjoy a caring, supportive environment where their individual needs are addressed and met. The childminder is in the process of completing her self evaluation and has identified areas of her provision where she would like to extend and improve, such as changing some of her resources to meet children's needs, continuing to improve her written plans and further developing children's numeracy and literacy skills.

The childminder shows a strong commitment to working with the parents, outside agencies and other childminders to promote children's well-being and provide opportunities to meet children's needs. The comprehensive assessment details are shared with the parents and any other provision they attend, such as pre-schools providing an accurate record of children's development and progress. The childminder works with other childminders and the local childminding network group which enhances children's experiences and opportunities to socialise with their peers.

Children are safeguarded well in the childminder's care because the childminder has an excellent knowledge and understanding of safeguarding and safety issues concerning the children. This is promoted and supported through the childminder attending training and her written policy reflecting the practice she implements. All relevant information regarding the process and procedure for the Local Safeguarding Children Board are all available, thus providing an efficient, comprehensive procedure.

The quality and standards of the early years provision

Children make excellent progress in the Early Years Foundation Stage because they have access to an extensive range of toys and activities in addition to effective support from the childminder. Children benefit from the training and experience the childminder has in supporting their development across all six areas of learning. Children enjoy exciting opportunities to use their imagination and creativity in play situations and experiment with a range of art and craft materials to create an end product, such as musical instruments. They show good hand/eye co-ordination balancing wooden bricks to make a tower, whilst supporting their counting skills as they count how many bricks they have used. Children have varied opportunities to learn about diversity and about the world they live in through exploring different cultures, using toys and books to reflect diversity and exploring natural materials. Books and labels around the room and on storage boxes all support children's understanding that print carries meaning, including the

promotion of books in the cosy book area. The introduction of a time line and resources with bi-lingual print all support children's feeling of inclusion within the setting.

Children learn about a healthy lifestyle, following thorough hygiene routines and choosing from a range of healthy options for snack and meal times. They enjoy regular opportunities for outdoor play, promoting exercise and benefiting from the fresh air. A written policy helps support children's well-being regarding sick children and routines such as using individual paper towels for hand drying, prevent the spread of infection.

Children learn about keeping themselves safe, such as not running indoors and holding onto the hand rail on the stairs. Children learn to sit properly at the table and learn about taking care of the younger children when they are playing on the floor. Safety measures have been put in place around the home, such as locks on doors and fire guards around fires, supported by comprehensive risk assessments both indoors and outdoors to help identify potential hazards to protect children. Parents are asked to give written consent for outings, travelling in the car and by public transport to ensure children's welfare is fully promoted. Children are confident, independent learners who are able to make informed choices about which toys and equipment to choose, because equipment is easily accessed and viewed from low level shelving, providing an environment which is purpose built for the needs of the children.

The childminder works conscientiously to ensure all children are included and their individual needs met. She has a secure understanding of each child's personalities and interests and plans activities to help engage children's attention, whilst supporting them in their development, learning to care for others, share the toys and take turns with each other. Children learn about expectations of behaviour through effective support and guidance from the childminder. A list of house rules, promotes children's understanding, whilst gentle instruction and the excellent role model of the childminder helps children's understanding and ability to cope with disagreements. The childminder takes into account the age and stage of development of the child when guiding children in their behaviour, to promote their learning and has strategies to identify issues that may be causing unwanted behaviour. A written policy for managing children's behaviour is well implemented into the care the childminder offers, ensuring that children learn about acceptable behaviour through plenty of praise and positive reinforcement.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
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?	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: 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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.