

Inspection report for early years provision

Unique reference number	EY301744
Inspection date	27/07/2009
Inspector	Stephanie Graves

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.

Description of the childminding

The childminder was registered in 2005. She is registered by Ofsted on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She lives with her husband and two children in Bearsted, near Maidstone, Kent. Her home is close to public transport, schools, shops, parks and other amenities. The ground floor and one upstairs bedroom are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding a total of three children in this age group, all on a part-time basis. She also offers care to children aged over five years to 11 years.

The childminder attends the local toddler groups. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's welfare and learning needs are well supported by a dedicated childminder. The concept of inclusion is understood and incorporated well into all elements of the provision. The recommendations from the last inspection have been fully addressed and the childminder's capacity to maintain continuous improvement is good. Her professional and caring attitude towards each child in her care means that their unique needs are met effectively.

What steps need to be taken to improve provision further?

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

- continue to develop the use of observational assessment to inform planning for each child's continuing development.

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

- set in place a procedure to notify Ofsted of relevant matters (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register).

10/08/2009

The leadership and management of the early years provision

The childminder uses reflective practice and self-evaluation to consider the strength of the provision and elements that she aims to improve. She has attended

a good range of relevant short courses and has planned to attend self-evaluation training in the near future. Parents and children are included in the evaluation process and their ideas and comments are used to change practice to enhance children's experiences. Areas for further consideration currently include improving the initial assessments for individual children and the systems for planning. The childminder provides parents with a clear range of written information, and parents' comments about the quality of the provision are very complimentary. The childminder works in partnership with other settings to enhance children's learning experiences and promote consistency of care.

The childminder has not notified Ofsted of a certain relevant matter, which is a breach of statutory requirements. However, children's welfare and safety have not been compromised and this was a genuine oversight that has been quickly rectified. The childminder ensures children are safeguarded well at all times. For example, she has an up-to-date knowledge and understanding of child protection issues. She keeps a good range of relevant information and is clear about the procedures to follow should she have a concern. This helps to ensure the welfare of the children remains paramount. The childminder uses clear risk assessment on a regular basis to evaluate safety measures within her home, the garden and for any outings. This is well recorded and helps to ensure children's safety is well promoted at all times.

The quality and standards of the early years provision

Children can access a good range of toys and resources that cover all areas of learning. They enjoy the childminder's interaction, for instance she encourages their recall about past events, such as, going on the train, seeing a bandstand in the town gardens or visiting the zoo. Children love books and stories and listen with interest as the childminder reads their favourites. They cuddle up and contribute to the storylines, which helps to develop their communication and language skills. They learn to attempt new challenges, for example, as the childminder shows them how to manipulate the engines from the rail track backwards and then let go to watch them move forwards. She praises children when they succeed independently, which promotes their sense of self-achievement and ability to problem solve. Children become curious as they explore the texture of play dough or art and craft materials. They use scissors to cut 'magic' materials, which they then stick together to make their own creations. These activities promote their creative development well.

Observational assessment helps to chart children's achievements through photographs, examples of their creations and regular written observations, linked to the areas of learning. The childminder supports children with learning difficulties well by working with their parents to identify and address their specific learning needs. Although the childminder has not yet developed clear methods for assessment or planning the next steps in children's learning, she ensures she extends their interests at source through a wide range of experiences. This helps children make good ongoing progress and develop the skills necessary for their future learning.

Children enjoy a good variety of healthy meals and snacks provided by the childminder and agreements are in place concerning their dietary requirements. They happily eat fresh fruit at snack time and learn about the nutritional value of different foods. For instance, they are involved in growing their own produce, including potatoes, beans, courgettes and strawberries and learn about different herbs through smelling them as they are planted. This encourages children to understand the natural origins of different foods rather than just buying them at the supermarket.

Children develop an awareness of personal safety, for example, as the childminder explains why they should not climb on furniture and discusses the emergency evacuation procedure with them. She encourages them to use tools and resources, such as 'special scissors' safely, which helps to keep them and others safe as they take part in different activities. Children learn to behave positively because the childminder is a good role model who praises and encourages them for their good behaviour and achievements. She spends time explaining why certain decisions are necessary to help them understand the behaviour boundaries. She helps young children feel safe and secure and they demonstrate good relationships with her. This helps them to develop a good sense of self-assurance and promotes their confidence and self esteem.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

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

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 (C10) 10/08/2009

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 (C10) 10/08/2009