

## Inspection report for early years provision

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**Unique reference number** 126038  
**Inspection date** 16/10/2009  
**Inspector** Susan Jennifer Scott

**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.

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 was registered in 1998. She lives with her husband and two school aged children in Burham, Rochester, 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, a hamster and two rabbits.

The childminder is registered to care for a maximum of five children at any one time and up to three of these may be in the early years age group. She is currently minding six on a part time basis. There are four within the Early Years Foundation Stage (EYFS) and two older children. The premises are not suitable for wheelchair uses. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder collects children from the local school and pre-school.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is effective in enabling children's development because she has a good understanding of all their individual needs, providing good support and interesting activities to suit their needs. The partnership with parents and other providers ensures that all children make good progress, given their age, ability and starting points. The childminder has evaluated her service and is skilful in providing a service that is responsive to the needs of individuals. Children are safe and secure at all times and the childminder promotes all aspects of their welfare successfully.

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

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

- develop a procedure to be followed in the event of an allegation being made by a child in the care of a childminder (Safeguarding) 30/11/2009

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

- carry out regular evacuation drills and record details in a fire log book, including any problems encountered and how they were resolved
- ensure that children's next steps are being clearly identified and used in leading future planning

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

The childminder has clear and well understood procedures to safeguard children. She makes this a priority and has sought out background information and received training in child protection. However, the childminder has not developed a procedure to deal with allegations that could be made to ensure she can take swift and appropriate action, although she understands her duties to protect children in her care. The childminder records accidents, the administration of medication and existing injuries. Older children receive plenty of clear instruction and learn about safety by practising what to do in the event of an emergency, although younger children have not been included in these practices. The childminder discusses road safety if children are old enough to understand and uses her resources well to build upon children's understanding of such issues.

The childminder is skilled in her use of the Early Years Foundation Stage and evaluates her service successfully. She is keen to continuously develop her practice and enable all children to benefit from the service she provides. The childminder has completed a variety of training and uses her experience and training effectively, delivering an enjoyable and challenging experience for all children. For instance, children are able to make good progress in their learning and development because of the expertise of the childminder who provides them with a range of interesting and stimulating experiences. Children's records note their individual development and this information is used to ensure they receive care and education which is adapted to suit individual needs.

The partnership with parents and other agencies is a strength, as the childminder has good systems in place to share information with parents and other carers, such as grandparents. Contact books are used to exchange information and each child's learning and development file is regularly shown to parents. Children's needs are continually discussed with parents and the childminder ensures that she provides a service sensitive to the needs of all children by liaising with other agencies involved in their care. For example, the childminder attended makaton classes to enable her to communicate effectively with children with disabilities. The childminder also ensures she is aware of any advice provided by other professionals so that she can incorporate this into her plans for individual care. Children derive great benefits from these close working partnerships which enable them to feel settled, secure and able to achieve well.

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

The childminder uses praise and acknowledges children's achievements which promotes their self-esteem and ensures they feel good about what they do. This positive reinforcement encourages them to build upon their skills and to learn right from wrong. For example, children are encouraged to help tidy away some toys before they get others out to play with. They learn through the childminder's use of praise and the reminders to behave kindly. For instance, the childminder

sensitively reminds one child to be kind to another and shows them how to share by sitting with them and sharing a book.

Children's preferences and needs are accommodated well which enables them to feel secure and happy. Children enjoy healthy and nutritious snacks, such as dried fruits and are able to help themselves to their drinks to keep them well hydrated. Clear procedures for dealing with sickness protects children from infectious diseases wherever possible, and enables the childminder to minimise the spread of infections.

The children benefit from good systems that identify the next steps for each child's development in every area of learning. Children's progress is supported by the childminder's good observation of their interests and her use of this when planning their play and learning. Children experience a good balance of individual choices and planned activities which are well supported by the childminder. However, the regular summaries of learning and development conducted by the childminder do not consistently cover all areas of learning and present a complete picture of development to identify learning priorities. As a result of the good interactions and tailored support offered, all children are making good progress in their development. The childminder constantly extends their communication and thinking so that they can understand how to handle play resources and to communicate their wishes.

Children extend their understanding of their environment through regular local events and outings. For example, children visit animals at a local museum of country life and learn about wildlife through discussions, observations and sharing books. Children's independence is promoted during many routines, and they learn to recognise their own needs, indicating when they need a drink. The children develop an understanding of healthy lifestyles through regular outings and outdoor play. Children learn about varied cultures through the activities they participate in at a childminder's group. For example, they have made cards and candles for Diwali. As a result of the good interactions and tailored support offered, all children are making very good progress in their social and emotional development. This nurtures and extends individual skills and encourages feelings of security. They also enjoy counting and refine their understanding of numbers through discussions and games. Children's communication is confident and reveals a very good understanding of vocabulary, often boosted through the books they read and share with the childminder.

Children learn how to keep themselves safe by wearing seatbelts and learning about safety when they are outside the home, travelling in the car and walking in the locality. The flexible routines provide children with opportunities to participate in interesting activities and visits in the local community. Children learn to share and to care about others through the childminder's skilful support and encouragement to play together. For example, the childminder encourages them to both share a book while sitting with her on the floor when they become jealous of attention given to one or the other. This also benefits children by facilitating conversations between the children and enables them to learn how to express themselves.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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