

Inspection report for early years provision

Unique reference number	EY339203
Inspection date	21/09/2010
Inspector	Margaret Davie

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.

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Description of the childminding

The childminder was registered in 2006. She lives with her husband and two school aged children in a residential area of Tunbridge Wells, Kent. The whole of the ground floor of the childminder's house is used for childminding as well as upstairs use of the bathroom and bedroom for sleeping and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of four children at any one time, of which three may be within the early years age range. There are currently six children in the early years age range and three older children on roll, who all attend on a part-time basis.

The childminder walks to local schools to take and collect children and she attends the local parent/toddler group. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The overall effectiveness of the early years provision is good. The childminder fully understands and meets each child's unique welfare and learning needs. Children develop very close relationships with the childminder and this helps them to feel happy and settled in her care. Flexible and adaptable planning of activities ensures that each child's development is promoted well. The childminder actively involves parents/carers in the care and ongoing development of their children. She builds positive partnerships with other providers to enhance continuity for all children. The childminder has a proactive attitude towards practices and effectively evaluates her service, making changes where necessary to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure the outside toilet is inaccessible to children at all times
- extend existing individual children's assessments and plans to relate to the Early Years Foundation Stage

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively due to the childminder's clear understanding of her responsibilities and through clear procedures that promote children's welfare and safety. The childminder has a clear understanding of the signs of abuse and has relevant information to hand to refer to in the event of any child protection concerns. She is keen to update her knowledge regarding child protection issues through local training. The childminder ensures children are always in her supervision, both indoors and when outside the house. Effective formal and informal risk assessments are carried out and carefully evaluated. The childminder is very aware of children's changing abilities and therefore makes amendments within the home to ensure children can play independently and safely. However, children are able to access the outside toilet in the childminder's garden which contains hazards to children. The childminder ensures that her paediatric first aid qualification is up to date and attends additional training to meet individual children's medical needs.

The service for both parents and children is continuously and effectively evaluated by the childminder. She identifies weaknesses within her provision and is proactive in gaining information and knowledge to make appropriate changes. For example, she identified a need to improve the assessment and planning system for children's individual development which is now successfully implemented. Parents are actively included in the evaluation process, gaining their comments on her service and the care of their children. She also seeks comments from parents on what they would like to see improved. The childminder has successfully met the recommendations from the last inspection.

The accessibility of resources and activities is good, helping children to continually make choices, develop their interest and make progress. The childminder uses information and knowledge from childminding support groups to improve the experiences for children through play. The childminder uses the space in her house imaginatively so that children can play with all resources available to them, this includes space for role play, physical play and quiet solitary play.

The childminder finds out as much information about the children's backgrounds from the parent/carers before they start to ensure continuity of care is offered, particularly with regard to baby's routines. This aids their settling process. Equality and diversity is promoted well. A written policy explains equal opportunities and challenges any discrimination. Toys and resources promote positive images well. Children are encouraged to be inquisitive, to ask questions and discuss differences between themselves and within their community. The childminder takes a sensitive approach when supporting children through family changes and circumstances.

Partnerships with parents and others is a particular strength which ensures continuity of care for children in the childminder's care. Parents receive a choice of written and/or verbal information at the end of the day. The childminder ensures that information from other settings is shared with parents, including information about achievements at pre-school. For example, she uses a contact book on a daily

basis between parents and other settings. Information about their children's progress within the Early Years Foundation Stage is available and always accessible for parents, highlighting their achievements through observations and photographs. Parents value the childminder's commitment to their children. Very positive comments within parental questionnaires endorse the strong partnership the childminder has with parents/carers.

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

The childminder supports children's learning well. She has a good understanding of how children learn and develop. For example, she encourages a young baby to reach for a toy slightly out of reach, therefore developing the baby's skills of rolling, shuffling and crawling. She talks constantly to the children, asking questions and positively acknowledging their responses. The learning environment is well resourced with different rooms used for different activities. Space is available for toddlers to ride on push along toys and to paint on low level tables. Babies have space to roll on the floor and access appropriate age and stage activities safely.

Young children are well supported by the childminder in their play, ensuring they have ongoing opportunities to extend their development and achievements. The childminder uses daily routines to enhance children's understanding of the outside world, such as walking to school in their wellies having talked about the weather and naming plants and trees on route to pre-school. The childminder has close relationships with the children and knows them well as individuals. She provides activities that she knows will gain their interest and concentration. Children take part in activities that enhance their personal and social skills and their management of behaviour on a daily basis. These are carefully planned by the childminder to give children the time to expel excess energy before going back to the childminder's house after school. For example, older children and toddlers play football together in the park after school collection. Children confidently learn about keeping themselves safe through daily walks and crossing roads as well as regular reminders in the park of who is safe to talk to.

Children's health and wellbeing is promoted well. Children benefit from fresh air and daily exercise, keeping them alert and refreshed as well as learning that exercise is fun. Parents provide children's food for the childminder, who discusses healthy options with parents to promote children's healthy diets. Children have access to fresh drinking water at all times. The childminder is aware of individual routines and makes changes as children grow and develop, especially babies. For example, on waking, the baby is offered fresh drinking water from her own vessel and encouraged to hold the cup herself. The childminder is well aware that babies are thirsty on waking. Older children are encouraged to wash their hands independently, upstairs in the bathroom, where they can access their own towel to prevent spread of infection. Younger children and babies receive guidance and support to promote their hygiene. The childminder provides individual clean flannels for hand and face washing after playing outside, before eating and after

nappy changes and toileting.

All resources accessible to children promote the learning of skills for the future. Role play situations encourage children to learn about the wider world including people who help them in the community and real life scenarios. Books, toys and games highly promote the development and understanding of numbers and mathematical concepts, such as shape sorters, matching shapes and colours. Programmable toys such as telephones and speaking Winnie-the -pooh help children to problem-solve and discover how things work. Constant positive communication, both verbal and through gestures, from the childminder aids children's confidence to communicate and express themselves. As children are very confident and settled in the childminder's care, they are inquisitive to explore their surroundings and resources accessible to them, making them independent learners.

Children's individual development is carefully planned for, observed and assessed. This is initiated when children first settle with the childminder. She actively uses information from the parents to initiate starting points for development, planning their next steps and making effective written and photographic observations of their achievements. Stickers are used to associate these observations with the areas of learning within the Early Years Foundation Stage. However, the evaluations of the observations are not extended to show the stage of development that the child has achieved, therefore making it difficult to chart children's progress. The childminder uses these observations to carefully and effectively plan individual children's next steps within their development and throughout all areas of learning.

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

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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

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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