

Inspection report for early years provision

Unique reference number	115731
Inspection date	12/10/2010
Inspector	Clare Stone

Type of setting	Childminder
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T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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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 2000. She lives with her husband and children in Ashford, Kent. The whole ground floor area of the house is used for minding children, and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children at any one time and is currently minding eleven children all who attend on a part time basis. There are seven children who are on the Early Years Register. They are also on both parts of the Childcare Register. The childminder drives to local schools to take and collect children. She also attends the local Parent and Toddler Group. The family has a dog and two cats. The childminder is a member of the National Childminding Association. She also receives support from the local authority. The childminder supports children with special educational needs and/or disabilities. She is a member of an approved childminding network and is currently in receipt of funding for nursery education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has a very good understanding of the Early Years Foundation Stage (EYFS). There are excellent systems for observation and assessment and children's individual needs are being met. There is a self evaluation form in place which is very detailed and clearly shows the childminder knows her business well. She has identified her strengths and weaknesses and is committed to maintaining continuous improvement. Children are safe and secure and the childminder successfully promotes children's welfare and learning. Partnership with parents and outside agencies is well planned with parents reporting they are really happy with the service the childminder provides

What steps need to be taken to improve provision further?

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

- strengthen partnership with parents and carers to include all areas of children's development

The effectiveness of leadership and management of the early years provision

The childminder is very clear on her role and responsibilities to protect the children in her care. She has attended extra training in child protection to ensure all children are protected and safeguarded. All adults who have access to children are suitable to do so and hold current criminal record bureau checks. Regular risk

assessments are very detailed and cover everything a child may come into contact with during their time with the childminder. There are written risk assessments for outings to ensure children's safety at all times. Children are given opportunities for independence and take responsibility for their own safety, such as reminders not to run indoors and clear explanations as what might happen if they do. This helps children understand the system of cause and effect.

The maintenance of records and implementation of policies and procedures for the safe and efficient management for the EYFS is outstanding. The childminder is very organised with all information available and ready for inspection. Her commitment to embedding ambition and driving improvement is exceptional. The self evaluation form is updated regularly to show evaluation is paramount and is moving the setting forward. The childminder has already noted that she needs to make more time to include fathers when sharing children's records and development. The form includes every aspect of the childminder's service. This is an important part of using reflective practise to meet children's individual needs.

The childminder is highly committed to working with parent/carers and outside agencies. Parents report they are very happy with the childminder and feel they receive all the relevant information on their child. They say their children settle well and are happy to leave them and go to work without worrying. The childminder has some children with special needs and is skilled at working with all parties to ensure children are included in all activities and are happy and content. Which echo's what is it like for a child in this setting.

Children benefit from the childminder's drive and enthusiasm to keep up to date and attend regular training. Rigorous and extensive monitoring and self challenge enable the childminder to devise well targeted plans and keep up to date in any changes in legislation. The childminder is highly motivated which results in children well being and achievements is showing as exceptionally good. All children are valued and respected and their differences celebrated. All resources are in very good order and fit for purpose. Outcomes are clearly attributed to the excellent use of the resources and effective way in which they are utilised. Children clearly thrive as a result of the setting they are in. The childminder is taking steps to ensure all equipment and the environment are sustainable.

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

Children have a wonderful time at the childminders. They have access to a huge range of resources and can pick and choose what they would like to play with. Children show high levels of involvement and relish activities with anticipation. They look forward to coming to the childminders and their behaviour is exceptionally good. This is due to fun and stimulating activities the childminder provides. Children have plenty of opportunity to explore and investigate their surrounding in a safe and secure manner. They are able to take risks to extend their play whilst supervised at all times.

Planning covers the six areas of learning and is flexible to meet children's individual needs. All children have folders that contain their achievements and their areas for development. Parents are included and encouraged to help their children meet their full potential. Observations are extremely clear and next steps are clearly identified. They help plan a curriculum that is individual to each child and moves children on at a pace that suits them.

Children are secure and feel at home in the setting. They are learning good interpersonal skills and how to negotiate with adults and their peers. Children play with equipment and in a responsible manner with lots of praise and encouragement from the childminder. This helps build children's self esteem and confidence. High quality adult interaction and good organisational skills help babies and younger children gain a strong sense of security. Children are engaged in a very wide range experiences and activities which help them value diversity and the community they live in. This enables children to learn acceptance and tolerance in their informative years.

Children are flourishing with their skills for the future. They are progressing in areas of communication, literacy, numeracy and communication technology. They have their own camcorders where they video themselves playing and can show their parents. They have access to resources where they can print of their pictures and take them home. The children look at books and the childminder really enjoys snuggling down to read a story to all the children. The childminder asks questions to inspire children's imagination and extend their thought process. Children are making outstanding progress within the Early Years Foundation Stage.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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