

Inspection report for early years provision

Unique reference number	EY321145
Inspection date	30/09/2010
Inspector	Cilla Mullane

Type of setting	Childminder
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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.

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 2006. She lives with her husband and child in a residential area of Deal, Kent. The whole ground floor of the childminder's house, including a downstairs toilet is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of three children aged under eight years at any one time, of whom three may be in the early years age range. She is currently minding three children who are within the Early Years age range. The Childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools and pre-schools to take and collect children. She is qualified to National Vocational Qualification at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder and her assistant provide a welcoming and warm environment where children are treated as individuals, and activities are well planned so that all children make progress. Role play activities are especially enjoyed by the children, due to the childminder's skilful support and questioning. Children's welfare is a priority: thorough risk assessment help to keep children safe. Children are extremely confident and settled, making the most of opportunities to plan and learn. Parents are very happy with the care of their children, and receive generally good quality written information about the setting, with the exception of a couple of policies, which are too brief. The childminder maintains continuous improvement, for example, by using knowledge gained from childcare qualification to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- expand and update information for parents regarding safeguarding and complaints procedures

The effectiveness of leadership and management of the early years provision

The childminder organises her provision to a good standard. Children are very safe, as she has a good knowledge and understanding of safeguarding issues and procedures. Furthermore, very thorough risk assessments, covering all aspects of children's care, are well maintained, protecting children. For example, in the car,

she makes sure sun blinds and car seats are fitted correctly. Messy play in the kitchen is supervised with a first aid kit to hand, and the childminder has an up-to-date first aid qualification.

The childminder uses planning and observation effectively to ensure children's individual needs are met, and to check that all children make progress across the areas of learning. She plans next steps for each child, so that activities are tailored to their needs.

The childminder thinks about her practice as she works, making changes and improvements that benefit the children. For example, instead of setting out the room for the children's arrival, she now enables children to choose what they want to play with daily. Furthermore, she seeks parents' views on her care of children so she can be sure she is meeting their needs.

Parents' letters show that they are very happy with the standard of care offered by the childminder. They describe her as professional, approachable, and friendly. They feel that she shares information well and respects their wishes. They especially like the variety of exciting activities and outings. They have confidence in her ability to manage challenging behaviour, and to encourage reluctant eaters. They are reassured that their children are secure and happy. They receive clear information about the childminding provision and policies and procedures, but need more thorough information regarding safeguarding and how to make a complaint. Currently no children attend other settings such as nurseries, but the childminder is aware that she would need to liaise with staff to ensure continuity of care for children.

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

Children have great fun with the childminder, especially when she joins in their role play, using their imaginations to great effect. They pretend to travel on trains and planes, making enthusiastic tiger and monkey noises in the zoo, and singing humpty dumpty to a king on a throne. They concentrate well, carefully sticking glitter and feathers to cards for their grandparents. The childminder quickly responds to their interests. For example, when a child taps a drinking glass, they all then experiment with different levels of liquid, noticing the sound changing.

Children have clear views about what they like best when playing at the childminder's house, naming painting and being Spiderman. They display a good sense of humour, laughing as they draw a dog with five legs, and giggling as the childminder pretends to turn into a frog and croak when children kiss her. They comment 'it's lots of fun!' The childminder is organised in her planning of activities, ensuring she has the necessary resources available, and the correct information. For example, when children make cards for grandparents' day, she makes sure she knows the children's nick-names for all their grandparents.

Good use is made of the local environment, which increases children's knowledge

and understanding of the world. For example, they have recently benefitted from a trip to the lifeboat and fire stations. They think about life in other countries when the childminder plans themes, such as 'people around the world' and enjoy stories such as Handa's Surprise to aid their understanding and respect for differences.

Young children form strong and positive bonds with the childminder and her assistant, and constantly show that they love and trust them. Children often learn about safety during play activities. On an imaginary car trip they pretend to fasten their safety belts without being reminded, showing that they understand that this keeps them safe. Regular practising of fire evacuation has resulted in children being able to clearly state what they would do if there was a fire: They would 'not go near the fire' and would 'go in the garden'. Similarly they have a clear understanding of how to behave when walking on roads, holding hands 'cos of cars' and 'look left and right'.

As children are so settled and secure, they are able to contribute fully during their play. They are enthusiastic and keen to join in, and they help each other. They are proud of their work, for example, holding up a card for a grandparent for all to admire. The childminder and her assistant are good role models, reinforcing children's polite use of 'thank you' with 'you're welcome'. Young children are starting to consider and respect the feelings of others. When the childminder points out that waving a wand in another child's face is upsetting, they look concerned and stop immediately.

Children understand the need to keep themselves clean. They describe washing their hands before lunch and when they are sticky, turning the tap off, and flushing the toilet. They recognise and use their own towels.

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

The quality of the provision in the Early Years Foundation Stage	2
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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