

## Inspection report for early years provision

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<b>Unique reference number</b>	126903
<b>Inspection date</b>	28/02/2011
<b>Inspector</b>	Karen Scott

<b>Type of setting</b>	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 1999. She lives with her husband and one teenage child in the Kennington area of Ashford, close to shops, parks, schools and pre-schools. The whole of the childminder's home is used for childminding and there is a secure garden for outside play. The family has five rabbits and a dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. The provision is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The childminder currently collects children from the local pre-school and attends several toddler groups on a regular basis. She is a member of an approved childminding network.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children play in a safe and secure environment where the childminder plans activities that meet their individual interests and learning needs. Working closely with parents and carers helps to ensure that this happens and the childminder is working towards building those strong links with others providing care for children. Overall parents and carers are extremely well informed and play an active part in their child's learning. The childminder has made improvements to her service and will continue to do so as she evaluates her provision in order to improve the already good outcomes for children and their families.

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

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

- share children's development and learning when children attend other settings delivering the Early Years Foundation Stage, in order to work together to promote children's development
- update the written policies to include the procedures if a child goes missing or is not collected.

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

Children are cared for in a safe and supportive environment. The childminder makes thorough and robust risk assessments, taking action to limit any potential or identified risks and helps children to be safety conscious at levels they can understand and therefore learn from. The childminder is secure in her knowledge as to the possible signs and symptoms of child abuse and the procedures she would follow if she had any safeguarding concerns about a child. She shares this with parents and carers so that they are informed too, although currently the written policies do not include details of what the childminder will do if a child goes missing or remains uncollected, although the childminder has thought about this as the safety and security of children is paramount to her. A range of toys and resources that is suitable for the ages and stages of children attending is easily accessible, allowing children to make choices about what they play with. They reflect children's interests and the childminder makes games that she knows children will enjoy and therefore extend their learning across all areas at levels that are suitable for their concentration spans. Children are also able to spread their play and find areas to be noisy or quiet and there is ample space to reflect what they are playing. Children benefit from positive interaction from the childminder who plays with them, extending their learning through questioning and the introduction of new words, for example. She keeps abreast of current guidelines by attending regular and varied training and is keen to keep her knowledge updated so that she can offer up-to-date care to children.

The childminder is committed to continuous improvement and evaluates her setting in order to do this. She values the opinions of parents and carers who fill in yearly questionnaires that give them the opportunity to make suggestions for improvement. The childminder also liaises with other childminders, sharing good practice ideas, and she appreciates support from childminding advisors who guide her to make improvements. All recommendations made at the last inspection have been tackled. For example, the childminder now keeps an accurate record of children's arrival and departure times. Since the previous inspection the childminder has made a vast range of changes that have improved her service and therefore outcomes for children and their families and she will continue evaluating to ensure that she offers an ever evolving service.

Children see positive images around the home and play with some toys and resources that reflect the diversity within society. A map of the world is used to identify where places of interest to them are and to learn about the cultures and animals at these places, for example. The childminder identifies a child's need for additional support as early as possible, sharing with parents and carers, helping the child to receive the support that they may require. When a child is receiving additional support the childminder works closely with those providing it, sharing information that helps children's developmental progress. When children attend other settings delivering the Early Years Foundation Stage the childminder has daily chats when she collects them but has not yet shared developmental progress with the groups in order to promote shared working for the child's benefit. The childminder works very closely with parents and carers, ensuring that each child's

needs are met. For example, behaviour is managed in consultation with parents to ensure that children are receiving the same support and messages. Parents and carers are very well informed. They read policies and procedures and information that is displayed in the entrance hall. They particularly appreciate reading about their children's developmental progress and being able to add their own input and thoughts to what they have read. Parents and carers say that the detailed and comprehensive evaluations they receive on their children show the excellent progress that they are making. The routine compliments the ones at home and they feel very involved, knowing that the childminder will listen and offer support when they require it. Parents and carers particularly appreciate the settling in process which helps to settle children very well and reassures them as parents.

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

Children settle very quickly with the childminder and feel safe and secure in her company. They turn to her for support when playing and good quality interaction helps them to become confident in their surroundings. The childminder helps children to understand how to stay safe. They practise evacuating the house and children have a good awareness of why they do this and how to behave in case of emergency. Children help the childminder to risk assess areas that they play in such as the park, raising awareness when they have any concerns and the childminder encourages them to think of others' safety as well as their own. Children are encouraged to take safe risks that develop their independence such as climbing small tree trunks, always supported by the childminder. Children engage in physical activities both indoors and outdoors helping them to understand the importance of regular exercise as part of a healthy lifestyle. Visits to parks and toddler energy groups expand on their physical development. Children understand the importance of hand washing before eating, for example, and are independent users of the bathroom. Lunch time is a social occasion with everyone sitting together. The childminder gives good advice about what constitutes a healthy lunch and devises fun ways to encourage children to try foods that are good for them. There are opportunities for children to try new and unusual fruits, for example, when visiting toddler groups and children are encouraged to give their opinions on them. Because their health, physical and dietary needs are well met, babies appear settled and content.

Children have formed strong friendships, learning about each other's differences, which helps them to understand diversity, respecting and tolerating each other. They willingly join in with activities that the childminder plans, sharing resources and cooperating, responding positively to the expectations of the childminder. Children particularly enjoy looking at photographs of themselves and their friends, revisiting and discussing past activities. Artwork is displayed, making children feel that what they create is valued and in turn children are keen to share with their families, being proud of what they have created, having a sense of achievement. Children participate in a range of adult and child-led activities that promote development throughout all areas of learning. The childminder observes children regularly to help her think about their achievements and where they require

further support and planned activities are often based around themes that reflect children's individual and group needs and help them to make progress. Books are easily accessible and added to on regular visits to the library. Children enjoy sharing books with the childminder who follows their interest in them. Young children are learning how books are organised and begin to turn pages. The childminder also plans many activities that help children to develop their writing skills at levels suitable to their development. Children learn about numbers through play. For example, when out walking they look at door numbers and a toy clock is used to promote number recognition. Children enjoy listening to and making movements in time to music. Role play and small world toys help them to develop their imaginations. Construction toys are enjoyed by babies who are developing strong fine motor skills through play. Children enjoy walks in the local environment looking for birds with binoculars and making bird food for them which they watch being eaten from the bird table in the garden. Gardening and measuring flower growth as well as their own growth helps children to learn about mathematical concepts as well as how to look after plants. Children are developing skills for the future. Visits to toddler groups help them to socialise with others and interacting with the childminder's rabbits helps children to understand caring for others. They are encouraged to be independent and inquisitive learners. The childminder does not offer children the opportunity to develop their technological skills through the use of a computer, for example, but children do play with some programmable toys. Babies are developing good skills as they actively explore their surroundings and resources with curiosity and interest. Overall, the childminder thinks about every aspect of the child's development and plans activities that promote development for the individual child and the group, resulting in children making good progress.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	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

<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