

Inspection report for early years provision

Unique reference number	EY280720
Inspection date	08/03/2011
Inspector	Linda Coccia

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 2004. She lives with her husband and two children, both aged nine years in Sheerness, Kent. The whole ground floor of the childminder's house is used for childminding. Occasionally children may sleep in a travel cot upstairs. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years at any one time; of these, up to three children may be in the Early Years Foundation Stage. The childminder is currently minding four children between the ages of one year and five years, of whom three are within the early years age range.

The childminder walks to local schools to take and collect children. She attends the local parent/toddler group and local childminding groups. The family has a pet tortoise. 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 childminder provides good quality care for children. She is effective in providing appropriate toys for the different ages of children who attend her setting and in helping them to feel safe. Overall, the children's individual needs are met. The childminder has addressed recommendations made during her last inspection which shows she is able to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- strengthen the observation process to show that children's next steps are being clearly identified through the observational assessments and that these are used in leading future planning.

The effectiveness of leadership and management of the early years provision

The childminder organises her provision well. She has a good range of self-written policies and procedures which are relevant to the children in her care. For example, she has a trampoline procedure for children's safe use of the trampoline. Many of the policies relate to safeguarding children. All adults residing on the premises hold current a Criminal Records Bureau check. The childminder has attended a local authority child protection course and has a good understanding of

child protection issues. Thorough risk assessments are carried out on the premises and for outings. These clearly show the regulatory elements required to be noted. Her regulatory paperwork, such as the times noted in the attendance record, is well maintained. Regular emergency evacuation drills are practised by the children. This ensures that children have the opportunity to get to know the procedures and are able to keep themselves safe in an emergency. Children's well-being is promoted. The childminder has evaluated her setting and has taken into account feedback obtained from parents. She has used her findings to plan improvements to enhance the enjoyment for the children. For example, children have benefitted from improvements because they have more toys and equipment to use. She has also attended a variety of training courses to increase her knowledge and expertise in childcare. She is currently completing the last module of her National Vocation Qualification to level 3. The childminder provides a good range of toys suitable for different ages of children. Children benefit from the good organisation of space because they can move around freely.

The childminder helps children understand about equality and diversity by letting them participate in a range of activities which touch on different cultural festivals and beliefs, for example, making Chinese lanterns for Chinese New Year. Toys and books show children good positive images of race and culture. The childminder is able to challenge children's stereotypical comments when the need arises. The childminder's good attitude towards equality and diversity mean that children learn about each other's differences. The childminder has good procedures in place to support children with special education needs and children who speak English as an additional language and knows how to access additional services for children when required. The childminder works in partnership with the local primary school that childminded children attend. With parents' permission, she exchanges information with teachers about children's development and learning issues. She also works closely with other care settings, such as her local pre-schools to ensure the experiences of children are wide and varied. Effective partnership working ensures that children are supported well. Parents report that their children enjoy staying with the childminder. They feel she is an extension of their own families and they consider the childminder exceeds their expectations of her, for example, visiting children at home when they are sick and providing individual equipment to help children develop. They have daily opportunities to exchange information about their children and are able to see their child's development records when they want to. Children receive good consistent care because regular discussions of their individual needs take place.

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

Children have good relationships with the childminder. The youngest children look to her for cuddles and reassurance when visitors are present. Older children have asked their parents if they can visit the childminder at weekends. These attitudes show that children feel safe in the setting. Children play with good quality toys which are regularly assessed for safety. Children from the youngest ages enjoy the good range of musical instruments available, especially the maracas and clackers

which are easy to operate. They love to explore the ball tower which sends balls down different chutes. They excitedly anticipate where the ball will appear. They can operate the singing soft toy which sings different songs when the hat is turned and jiggle along to the songs. Photographs show children exploring paint and brushes and enjoying the feel of them on their hands. The use of good quality toys and a wide variety of activities means that children are fully engaged in their play. The childminder carries out good observations and assessments of children's abilities while they play. She incorporates assessments of all the areas of learning. However, she has not identified children's individual next steps which would help her with the activity planning. The activity plans are flexible and cater for the needs of individual children. They include visits to other venues where children can develop their social skills. The observation record includes examples of children's pictures and paintings and there is a space for parents to comment on the development. The records show that children are making good progress towards the early learning goals and are developing a good range of skills for the future.

Children happily tuck into the snacks provided by the childminder. She offers different fruit and finger vegetables and different types of textured biscuits and flakes. The majority of parents provide their own packed lunches. The childminder cooks fresh main meals when required. The childminder consults with parents about all dietary issues for individual children. Children have many opportunities for physical play in the garden, at parks and other indoor play venues and enjoy the benefits of fresh air daily. Children enjoy being with the childminder as they laugh and play together. They receive lots of praise and encouragement for their achievements. They can see the childminder's house rules which are displayed on the dining room wall in a pictorial format. They are very simple for all children to aspire to meet. The childminder has plans to review these with the children in order that they can have ownership of the rules and can pre-select appropriate sanctions. Children are able to manage their own behaviour because they know the childminder's house rules well.

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