

## Inspection report for early years provision

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| <b>Unique reference number</b> | 126114      |
| <b>Inspection date</b>         | 22/03/2011  |
| <b>Inspector</b>               | Karen Scott |

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|------------------------|-------------|
| <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.

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 1995. She lives with her husband and three adult children in Ashford, close to shops, parks, schools and pre-schools. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

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 four children in this age group on a part-time basis. The childminder is registered by Ofsted on the Early Years, compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools and pre-schools to take and collect children and attends several toddler groups on a regular basis.

## **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 they are supported by a childminder who offers an inclusive environment that meets their needs. Consequently children are making good progress through the developmental stepping stones, which will be enhanced through building relationships with other settings that children attend, as well as the already strong partnerships that the childminder has with parents and carers. The childminder understands the benefits to the children and herself of continuously developing her practice.

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

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

- consider how parents and carers can further add to and develop their children's developmental folders to promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's learning and development
- when children attend other settings delivering the Early Years Foundation Stage, build relationships to work together to meet children's needs.

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

Children are cared for in a safe and supportive environment. Thorough and robust risk assessments are taken of everything that children may come into contact with at the childminder's home and when visiting other places, helping the childminder

to minimise risks and keep children safe. The childminder updates her training on safeguarding children to ensure that she is fully aware of the procedures to follow if she is concerned about a child and ensures parents and carers are aware of what she will do too. The childminder asks parents and carers to help her keep children safe, on the rare occasions she uses the car getting them to fit their own child seats. The childminder helps children to be safety conscious and they show a good understanding because of this. Effective steps are taken to promote children's good health and well-being. Although not currently caring for any children from other cultures the childminder has sound plans in place and would work closely with families to share in their celebrations and to meet their cultural needs. She introduces diversity to children through some toys and resources and by celebrating festivals such as Chinese New Year when creating and a map of the world is used to think about others. The childminder helps children to understand that everyone is different and to be tolerant of their individual needs.

Through discussion with parents and carers the childminder finds out how children are settling into other settings delivering the Early Years Foundation Stage that they have recently started. She also involves children in discussion about the groups they attend, showing an interest in what they are doing. Although the childminder is aware of the importance of working with the settings to support children's development she has yet to start doing so. Parents and carers are well informed about the childminder's practice, receiving their own copies of policies and procedures and taking home their children's developmental folders regularly to enable them to share in their learning. They write positive comments saying how informative they are and how much they have enjoyed reading the developmental folders but are yet to add their own comments on children's progress and interests to share further in their learning. The childminder has built good relationships with parents and carers and knows families well, enabling her to offer support and guidance. She works closely with them to offer children additional support when it is required and to unite to manage behaviour, for example. Overall parents and carers feel that their children play in a friendly, loving and safe environment where they are learning good social skills.

Toys and resources are suitable for the ages and stages of the children attending and are clean and in good condition as broken ones are thrown away. They are continuously added to reflect the children's interests and a toy library is a valuable resource to help the childminder add to children's play experiences. The childminder keeps herself updated by regularly attending training and liaising with other childminders, sharing ideas for good practice. The childminder views evaluation as ongoing and a tool to help her improve her practice, valuing the opinions of parents and carers which she gathers through discussion and questionnaires. Recommendations made at the previous inspection have been acted on, improving outcomes. For example, children help themselves to a range of toys that support imaginative play and thoroughly enjoy themselves, taking on roles. The childminder has recently adapted the way that she observes and plans for children in order to improve outcomes for them and further plans for improvement are realistic and based around children's needs.

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

Children feel safe and secure, having built a strong relationship with the childminder who they readily turn to for support when playing. They share concerns with the childminder knowing that kindness will be offered when they hurt themselves, for example, and discuss their feelings and emotions which are listened to. The childminder gives gentle reminders about safety such as tucking chairs in so that they are not a tripping hazard and when playing children demonstrate their understanding saying that they do not cross the road when the lights are red, for example. Children take charge of their own well-being, using the bathroom independently where they have their own hand towels. When they are feeling tired they take a blanket to the settee and curl up with a book and help themselves to tissues when required, informing the childminder why they need to do so.

Playing outside regularly, going for walks in the local area and a weekly visit to Toddler Energy helps children to understand the importance of exercise and fresh air as part of a healthy lifestyle. Children help themselves to drinks of water knowing when they are thirsty. While eating children talk about the flavours of food and their likes and dislikes and the childminder discusses the importance of a healthy and nutritious diet with them. Children have formed strong friendships and play together, cooperating, sharing and turn taking. When missing friends who have changed their sessions, for example, the childminder takes children on visits to them and children talk about their friends, knowing their interests and favourite colours, for example. Artwork is displayed making children feel that what they have created is valued and children share their achievements such as learning to hop with the childminder. Children bring toys from home and happily share them with their friends who take good care of them. With encouragement from the childminder children are beginning to say 'please' and 'thank you'.

Children choose what they play with and help themselves knowing what is available and the childminder asks their opinions on what they play with. The childminder makes written and photographic observations of children relating them to the different areas of learning, assessing their development and well-being. She reflects on what children are learning and how she can support them further at activities that they enjoy participating in. Consequently children are making good progress in an environment where they participate in a range of child and adult directed activities. Children are developing good skills for the future, being independent and active learners and are developing good social skills which attending various toddler groups also helps them to do. Children enjoy looking at books and regular visits to the library where they chose books to borrow helps develop their interest in reading. Letters are displayed where children eat their snacks which helps to reinforce their learning and children make the sounds of the letters, thinking about the words that they relate to with children's progress in language and literacy being strong.

Communication is a part of children's play as they talk through what they are doing and are involved in discussion. When making collages children learn about shapes

and also have further opportunities to recognise the ones displayed where they eat. Children practise counting when playing and discuss relevant numbers to them such as how many candles they had on their birthday cake. Children enjoy playing with dough using a range of tools to create recognisable objects such as telephones which they then play with. Children enjoy art and craft using a range of materials to create pictures and gifts to take home, learning about colours as they do so. Children enjoy role play and model adult behaviour such as copying the care that they see the childminder giving to a baby. On walks in the local area children learn about the environment collecting a range of natural resources to explore and create with. They go pond dipping, feed ducks, watch squirrels and meet horses, thoroughly enjoying learning about nature. They visit the garden centre and plant what they purchase in the garden so that they can monitor the growth. Children enjoy a variety of activities that reflect the different areas of learning and engage their enthusiasm which helps them to make 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

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| <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

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| <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  | 3 |
| 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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| 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

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| <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