

Inspection report for early years provision

Unique reference number	126054
Inspection date	17/03/2011
Inspector	Beryl Witheridge

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 2000. She lives with her three school aged children in Northfleet, Kent. The whole ground floor 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 five children at any one time of whom three may be in the early years age group. She is currently minding six children part time of whom two are in the early years age group. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks to local schools to take and collect children. The childminder attends the local parent/toddler group. The family has a pet rabbit. The childminder can support children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are treated as individuals according to their individual needs and stage of development. Children are safe in her care but the fire drill is not practised often enough to ensure all children are aware of the procedures. The childminder works in close partnership with parents to ensure that children receive continuity of care but the links with other providers of the Early Years Foundation Stage are not fully established. The childminder is undertaking some observations and assessments of the children and is identifying next steps to help with future planning. The childminder is beginning to identify some areas of her provision where she needs to improve but does not always use reflective practice to evaluate the strengths and weaknesses of her provision. An inclusive and welcoming service is provided.

What steps need to be taken to improve provision further?

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

- improve the two-way flow of information with other Early Years Foundation Stage settings that children attend to promote a shared understanding of children's individual needs
- practise the emergency evacuation routine regularly so that all children know how to protect themselves in an emergency
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

Children are well protected through the clearly written safeguarding procedures and supporting documentation. The childminder attends regular safeguarding training and understands her role and responsibility towards the children in her care. She ensures parents understand the procedures to be followed, if there were concerns, by sharing the written policy with them. Children are supervised at all times to minimise any risk to the children. All adults in the home have a clear Criminal Records Bureau check. All the required records and details of each child are kept enabling the childminder to provide appropriate care for each child.

Children are provided with a well organised and safe environment in which their welfare is considered and promoted. The risk assessments for the home and garden as well as trips and visits are thorough and cover everything the children may come into contact with. While out on trips and visits the childminder talks to them about road safety. There is an emergency evacuation plan in place which has been practised with the children but not often enough to ensure that they all know and understand the procedures to follow to keep themselves safe in an emergency. The childminder ensures that the children are with her at all times so they are safe and secure. Children feel safe and comfortable in the company and care of the childminder.

The children play in a room which is suitably equipped for their use, as well as having access to the conservatory where there is a huge selection of toys and resources for the children. These are stored where they are easily accessible to the children allowing them the opportunity to make free choices about their activities which encourages their independence. The toys and equipment are suitable and appropriate for the ages and stages of development of the children attending. All children have access to all suitable equipment. Children are learning about each other and the world around them. They have computer programmes which they use to discuss similarities and differences. The childminder will look at different religions and discuss them with the children; she looks at varying festivals such as the Festival of Lights, Christmas and Easter. Children talk about their differences such as how fast they can run, who is taller or shorter. There are positive images for the children to relate to in books and resources.

The childminder is beginning to review her provision and has noted some areas where she wants to improve but she does not regularly evaluate her provision to identify the strengths and weaknesses; therefore, she has not clearly assessed all the areas for future improvement.

Links with other settings involved in the care of the children are in place. These have not yet been fully established to enable the childminder to discuss children's progress and development. The childminder has a good working relationship with the parents and discusses the care of their child with them. She is able to talk about what their children can do and how she helps them move forward. She has started recording children's progress and shares these observations and

assessments of their child's development with the parents. This means that parents are included by having an input into their child's future learning. Information about her childminding service is shared with parents, both verbally and via the written policies and procedures which are shared with them parents all have their own copy of some of the main policies. Parents are extremely happy with the care provided for their children.

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

The childminder has a sound knowledge of how children learn. She provides children with a wide range of activities and resources which encourage and support their progress. Activities are planned according to the children's individual interests and needs. Children are able to make decisions about what they would like to do. They have free access to the toys and equipment allowing them to make decisions for themselves. The childminder knows the children well. She works with parents to pinpoint their starting point. Through watching the children she is able to move them forward and provide activities which are challenging and enjoyable, extending their knowledge and learning. The childminder spends time playing with and talking to the children; asking them open ended questions and helping them to develop their skills, language and understanding. Children play happily with the childminder; the interaction between them is very close, caring and affectionate.

The activities on offer cover all areas of learning and the childminder works closely with the children to ensure they are getting the most out of the activities. She knows when to step in to help and when to sit back and let the children lead the play. Children are playing with puzzles and show a great deal of skill at identifying shapes, colours and pictures. There is a lot of discussion about the different pictures and content of the puzzles. The ones depicting nursery rhymes develop into a singing session. Children show exceptional concentration skills and when the puzzles are finished they count, independently, a grand total of twenty six. There is a lot of pride and self esteem shown and a lot of praise received from the childminder.

Children who attend are provided with regular drinks and healthy snacks and meals taking into account their likes, dislikes and dietary needs. They sit beautifully at the table eating their lunch and thoroughly enjoying the options they are given. They take part in activities to help them learn about healthy eating, such as, simple cookery or growing tomatoes in the garden, going shopping and making decisions about what they would like to eat. Children are beginning to understand about eating balanced diets. The children also understand the importance of personal hygiene routines; they wash their hands after messy play and before and after eating. Children's physical development is promoted through outdoor play in the garden using the available suitable equipment, trips to local parks and places of interest.

The childminder supports children's behaviour. She is an excellent role model and remains calm at all times. House rules are in place so they learn how to behave and understand what is acceptable behaviour and what isn't. The childminder encourages children to respect each other. Children benefit from lots of praise and encouragement which teaches them to look for attention in a positive way. Children's social skills are developed through visits to the local libraries and toddler groups. Children are provided with effective learning opportunities in a safe and caring environment.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
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	3
The extent to which children make a positive contribution	3
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