

## Inspection report for early years provision

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<b>Unique reference number</b>	158915
<b>Inspection date</b>	03/05/2011
<b>Inspector</b>	Cilla Mullane

<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 2001. She lives with her husband and two school age children in the Willesborough area of Ashford. All areas of the premises are used for childminding. There is a fully enclosed garden for outside play. There is a downstairs toilet.

The childminder is registered on the Early Years Register and 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, three of whom may be in the early years age range. She is currently minding five children in the early years age range on a part time basis. The childminder is also registered to look after children aged over five years.

Schools, pre-school, toddler groups, shops, and parks are within walking/driving distance. She is a member of the Mid Kent Children Come First childminding network, and currently provides funded early education for three and four-year-olds. She attends the local childminder support group and is a member of the National Childminding Association.

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

Overall the quality of the provision is outstanding.

Children thrive and make great progress due to the childminder's ability to plan challenging and interesting activities tailored to each child's needs. Her interaction with children is skilled, enabling them to make the most of learning opportunities, with sensitive support. Children are totally safe in the well planned environment, and therefore can move around and explore freely, and take risks to develop their physical skills under careful supervision. All children are very confident, have high levels of involvement and self esteem, and are eager to learn and take part. Parents are extremely well informed and included in their children's learning. Continuous improvement is maintained as a result of careful evaluation of all aspects of the childminding provision.

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

To further improve the high quality early years provision the registered person should consider:

- enhancing further the outdoor environment to include more aspects of each of the areas of learning.

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

The childminder's organisation and the promotion of children's welfare is excellent. Safeguarding children is given a very high priority. The childminder has undertaken recent training and has up-to-date information and contact details to hand, should she have concerns about any of the children in her care. Incredibly thorough risk assessments are used well to keep children safe. Carefully thought out emergency procedures are in place, which include the childminder and two back up childminders all having each other's and their minded children's details in sealed envelopes, in case of serious accidents.

The childminder is professional in every aspect of her work. Regular short training courses increase her knowledge and understanding of relevant issues, such as risk assessments and sign language. She welcomes challenges and is trained to mentor new childminders, this also increases her own knowledge as she supports them and addresses their queries. She continually evaluates her practice, and considers the views of parents and children in this process. This leads to well targeted improvements to her provision, and ensures excellent outcomes for children.

Children's backgrounds and cultures are embraced, and reflected in resources such as books. The childminder has an excellent knowledge of children's individual needs, and encourages all children to have good self esteem and a positive self image. They have thought about helping children in Africa when taking part in fund raising activities, and they chat about other countries when they look at 'travelling Ted's' photo album, when he goes on holiday with the children.

A welcoming environment provides children with very good opportunities to initiate their own play, choosing from their favourite toys and resources. The garden is used in all weathers, and the childminder is considering ways to enhance further the outdoor environment to include more aspects of each of the areas of learning. Excellent use is made of the local area; children enjoy the diversity of their local community, visiting the park, library and children's fitness and music sessions. Extremely positive partnerships with parents ensure that they are fully informed and are included in their children's care and learning. They contribute to their children's record of progress and appreciate the wide range of activities and outings. They are impressed by the childminder's ability to treat all children as individuals and meet their needs to a high standard. Every effort is made to establish links with other settings attended by the children, such as nurseries. Where this has proved difficult, the childminder ensures she finds out about activities and progress from parents, to promote continuity and consistency of care.

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

All children make excellent progress towards the early learning goals. Observations of each child at play, with attractively presented photographs in a scrap book, are linked to the correct areas of learning, and used very effectively to plan children's next steps. The week's planning then incorporates activities specifically chosen for

each child to move on in his development. The childminder carefully monitors each child's progress by using her thorough records to check that she is providing for each area of learning, and to identify gaps or areas where children may need extra help. As a result, children are challenged, very much enjoy learning through play and are extremely motivated and interested.

Children have great fun with the childminder, who is responsive to their interests, developing and supporting their play. For example, children show an interest in the textured stepping stones, and this leads to a challenging game where children close their eyes and match the bumpy or smooth textures. Children are developing a lovely sense of humour, teasing the childminder and laughing as they pretend to have finished their lunch before the childminder has put it on the plate.

Children's communication, language and literacy skills are progressing rapidly. Pre school children point at the alphabet and make the sounds of the first letters of their names. The childminder is very skilled at interacting with children, and as a result they chat constantly, remembering activities, talking about what they did at the weekend, and making up rules for activities.

Children's behaviour is excellent in relation to their ages. The childminder uses very positive behaviour management techniques, and calmly ignores any poor behaviour. Children patiently find a chair and wait for their turn to wash up their own plates and cutlery. Older children take care of toddlers, alerting the childminder to their needs. A recent slight issue with sharing has led to children talking about the rules they consider important, and when they get excited, the childminder reminds them to think about these rules, and they suggest that they shouldn't shout.

Children's numeracy skills are impressive and they count very well. They are able to relate numbers to real life, knowing that the big hand of the clock needs to be at the top for 'o'clock', counting eight spoonfuls of sand to fill a cup, and telling the childminder that a sibling will be six next birthday - 'he's already five'.

Children frequently show that they feel safe in the childminder's care. They sing to themselves loudly from the bathroom, and toddlers snuggle up close for comfort when upset. They are confident to try new skills, such as attempting to jump over the skipping rope. Their self-esteem is very good. The childminder offers frequent praise, and they are proud when their work is immediately displayed on the fridge. Children are becoming expert at keeping themselves safe. They describe how to behave when walking to school, stating they must 'keep with' the childminder, 'hold hands', 'make sure no cars are coming' and 'look left and right'. They know that the childminder keeps hot drinks out of reach, 'otherwise you'll burn us'. If the fire alarms sound, they will 'get out of the house' with the childminder.

Children's good health is very well promoted. They chat enthusiastically about the fun they had at children's keep fit sessions. In the garden, they are challenged by the resources there; they balance on stepping stones and practice coordination trying to skip with ropes. They find different adventurous ways to negotiate the slide, and the childminder appropriately lets them take risks to develop their skills under careful supervision.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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