

Inspection report for early years provision

Unique reference number	125992
Inspection date	28/11/2011
Inspector	Sarer Tarling

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 partner, who is also a registered childminder, and their four daughters aged 18, 16, 14 and 11 years. The family lives in an extended four bedroom terraced house in Gravesend, Kent. The whole of the property is suitable for minding although children spend the majority of their time on the ground floor. There is an enclosed garden for outside play and the family has a rabbit and two guinea pigs.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight at any one time and is currently minding four children, three of whom are in the early years age range. The childminder also provides care for older children and currently has two children over the age of eight on roll.

The childminder is a member of the National Childminding Association and has a relevant childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children benefit from the childminder's enthusiasm and commitment to providing high quality care. Overall, they enjoy the abundance of toys and resources and benefit from the excellent range of activities and the childminder's skilful interactions. As a result they consistently make significant gains in their learning and development. The childminder builds purposeful partnerships with parents and others involved in children's care and learning. Consequently children receive meticulous care and support in line with their individual needs and this enables them to feel happy, safe and secure. The childminder has rigorous systems in place to evaluate her service and continually strives for improvement to her already exemplary standards.

What steps need to be taken to improve provision further?

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

- extending the wide range of experiences and activities that children can respond to by using many of their senses, for example by providing treasure baskets for children of different ages.

The effectiveness of leadership and management of the early years provision

The childminder regularly updates her excellent knowledge and understanding of safeguarding issues. This enables her to respond effectively to any child protection concerns that she may have. She builds secure and trusting relationships with children and encourages them to have an excellent understanding of their own rights and safety. Risk assessments are managed extremely well, clearly identifying areas that require checking on a regular basis. This significantly reduces any potential risks to children inside, outdoors and on outings. There are clear and well understood procedures covering all eventualities, including the administration of medication and the recording of accidents and existing injuries. The childminder holds a valid first aid certificate, enabling her to provide appropriate first aid treatment. She has developed a range of well-written policies and procedures which are regularly reviewed, updated and shared with parents.

The home environment is welcoming with an exciting range of toys, equipment and resources which motivate and inspire children's imagination. All equipment is accessible, of a high standard, and suitable for the ages of the children attending. The childminder continually strives to introduce new play materials and is eager to introduce more natural materials to allow children to explore using all their senses. She makes excellent use of local resources and facilities, such as country parks, where the children experience nature and get to follow directions using a map. They explore elements of other countries and cultures as they learn to belly dance, bake pumpkin pie, visit a Sikh temple, make Easter masks and become involved in community events such as celebrating the recent royal wedding. The childminder offers an excellent balance of adult and child led play, skilfully extending children's own choices and adapting her provision to support their learning and development.

Children benefit greatly from the childminder's close working relationship with their parents. The childminder gathers a wealth of useful information from parents to support her care of individual children. In return she provides parents with excellent information about their child's progress and the wonderful experiences they have whilst in her care. Excellent partnerships and procedures to share information with other settings the children attend enable the childminder to offer resources and plan activities which enhance their learning.

The childminder is passionate about providing the best possible care for the children. She continually reflects upon all areas of her practice to ensure that the high standards of her service continue to develop. Parents and their children are encouraged to feed their ideas and suggestions into the self-evaluation process. Questionnaires are used to ascertain parent's levels of satisfaction and the comments received highlight the childminder's wonderful care and the influence she has on their children's well-being and happiness.

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

Children thoroughly enjoy their time with the childminder and their welfare and developmental needs are catered for exceptionally well. The childminder's experience and expertise enable her to fully understand each child's individual needs and to plan a stimulating and challenging programme of activities and play experiences. The childminder observes and assesses children very successfully. Parents receive a clear picture of their child's progress. Each child has a folder where the childminder records their experiences, her observations and notes on their development, photographs and their identified next steps in learning. Parents are encouraged to contribute to their child's action plans and to play an active role in their learning.

Children play harmoniously together. They are encouraged to treat each other with consideration and respect and to develop their understanding of similarities and differences between people and their lifestyles. Children learn about different festivals and countries in fun and interesting ways and access a varied range of play resources that reflect diversity. Effective methods to manage behaviour help children to develop self-control and an understanding of the needs of others. Children are confident and articulate, animated in their play as the childminder joins in enthusiastically, praising and encouraging them.

The childminder places a very strong emphasis on developing children's early communication skills. Access to good quality books and a variety of mark-making materials fully promote children's skills of communication as they learn about the written word. Story time is brought to life by using props such as finger puppets and after reading a story about elves the children coloured pictures and wrote letters to Santa. Children learn about numbers, shapes and colours by singing rhymes, playing with bricks and bead frames and helping the childminder to mix paints. Problem solving skills are developed as they build with construction toys and complete puzzles. The childminder extends children's understanding of size, weight and measure during cooking activities and they learn about responsibilities as they help with the washing up and join in with simple household chores. Children enjoy using a range of technological equipment which promotes their skills for the future.

The childminder extends children's knowledge and understanding of the world through enthusiastic discussions which nurture their interests and challenge them to think. They enjoy planting and watching things grow and joining in with community events at toddler groups. Children's creative flair is actively encouraged with ample opportunities for them to experiment with paint, scissors and glue. They use dressing-up clothes and the extensive range of resources to support their role play. For example, they dress up as pirates, feed the dolls and learn about people who help us as they play with small world vehicles and figures. The childminder supports children's understanding of what to do in emergency situations and is careful to explain safety issues, such as road safety and stranger danger. Children show an exceptional understanding of healthy living. They learn about the importance of a varied healthy diet as they help with shopping and

cooking and tuck into the delicious home-made meals. They have plenty of opportunities to develop their physical skills through a variety of energetic activities.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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