

## Inspection report for early years provision

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<b>Unique reference number</b>	EY431584
<b>Inspection date</b>	12/01/2012
<b>Inspector</b>	Karen Scott

<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 2011.

She lives with her husband and two children in East Malling, close to shops, parks, schools and pre-schools. The whole of the childminder's house is used for childminding. A bathroom is on the first floor and there is a secure garden for outside play.

The childminder is registered to care for a maximum of four children aged under eight years at any one time, of whom no more than one may be in the early years age range. She is currently minding one child in this age group. She also offers care to children older children up to the age of 11 years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to the local school and pre-school to take and collect children and attends the local toddler group and childminding group on a regular basis. The childminder is a member of an approved childminding network.

## **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 their individual needs are supported by the childminder who knows them very well and has an excellent relationship with parents and carers, working together to enable children to flourish. Outings enhance children's early years experiences and organisation of these is generally highly effective in promoting children's safety and enjoyment. Promotion of children's good health and use of resources are also key strengths of the provision. The childminder has a strong capacity for continuous improvement and has clear plans to further improve outcomes for children.

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

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

- extend records of risk assessments to include those completed for outings to places of interest such as the park and toddler groups

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

Thorough and regular risk assessments of the home, garden and things that children come into contact with help the childminder to provide a safe and secure

environment. Although the childminder ensures that places visited such as parks are safe for children before going she has not considered the benefits of keeping a written record of these assessments to aid future reviews. The childminder recognises her responsibility to safeguard children's welfare as a key priority. She has excellent procedures to implement should she have any concerns about a child's well-being. Children are taught to be safety conscious and understand their role in keeping themselves and others safe. For example, older children's toys with small parts are stored out of younger children's reach and children think about where they play with small items. Children thoroughly enjoy their play in an environment that has been arranged to optimise their enjoyment and to meet their individual learning needs. Toys and resources are clearly labelled and easily accessible, enabling children to make choices about what they play with. When children have particular interests the childminder seeks out further resources to build on this. For example, after enjoying a puppet show at the library the childminder borrowed some puppets from the toy library. Children benefit from high quality interaction from the childminder who extends their learning as they play, helping them to flourish.

Self evaluation shows that the childminder is aware of her strengths and lists some areas for improvement that will benefit children, improving outcomes for them. Evaluation is ongoing as the childminder is committed to providing an ever evolving service and attending training is helping her to build on her knowledge. The views and opinions of parents and carers are highly valued in helping to achieve better outcomes. The childminder ensures that she is aware of any celebrations that children celebrate so that she is able to share with them. Children have access to some toys and resources reflecting diversity such as role play toys that are used well to support their learning. The childminder wishes to add to those available to further help children to learn to value diversity. An excellent knowledge of each child's background and needs helps the childminder to offer children and their families' individual care and support.

The childminder liaises with health visitors, taking children to be weighed, for example, supporting parents and carers. She has been introduced to children's reception class teachers but little information has been shared to establish successful partnership working. Parents and carers are very well informed about the childminder's practice through the sharing of comprehensive policies and procedures. Contact books are shared daily and used alongside discussion as an excellent way of sharing information. The childminder informs parents and carers what activities children will be participating in and themes are continued away from the setting, building on children's knowledge and experiences. Journals containing photographs and observations are shared with parents and carers regularly. The parents and carers particularly appreciate seeing these and in this way they are kept abreast of children's achievements and what they enjoy doing with the childminder. Parents share developmental achievements with the childminder who works very closely with them to support children's development, resulting in children making very good progress towards the early learning goals. Parents say that they feel very welcome and included and that their children play in a safe and caring environment where they learn new and exciting things.

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

Children show strong signs of feeling safe and secure with the childminder, readily approaching her for support and guidance. They are comfortable in the inspector's presence as the childminder has ensured that they know who the visitor is. The childminder gives clear explanations to children about keeping safe and talks through safety procedures such as crossing the road when on outings. Excellent interaction and well organised routines that respect individual children's needs help very young children to feel secure and confident. The childminder provides a wide and varied range of opportunities for children to engage in physical exercise both indoors and outdoors. Children clearly understand the importance of regular exercise as part of a healthy lifestyle. They also show an excellent understanding of the importance of following good personal hygiene routines. Even the very youngest model how to wash hands, using individual towels to dry them on. They know when and why we wash our hands and older children have made posters which are displayed to show the process. Meals are homemade and provide a balanced and nutritious diet. Children are encouraged to try new flavours and to make choices about what they are eating, thinking about what foods are healthy. Children appear to thoroughly enjoy their time with the childminder and have a positive attitude towards learning. They are very willing to participate and make choices about their play. They respond positively to the childminder's expectations and have devised their own house rules which are displayed prominently. Artwork is displayed, making children feel that what they have created is valued and they take pride in their environment. Children have formed strong friendships and learn about the wider world during activities such as cooking, learning about cultural recipes and where food comes from.

The childminder plans activities based on themes but these are flexible to meet children's current interests. The childminder has an excellent awareness of children's likes and dislikes and uses this knowledge to offer activities that children will enjoy. Observations are used successfully to assess children's interests and development and to help the childminder plan activities to extend children's learning. Consequently children are making at least good progress in all areas of their learning. A range of books is easily accessible and children share their favourites with the childminder. They benefit from playing in an environment that is rich in discussion resulting in children's language acquisition being excellent. Mathematical concepts are introduced into play for example as children complete jigsaw puzzles. There are many opportunities for children to practise their writing and pre-writing skills using a range of tools such as painting with water. Children particularly enjoy vigorous physical play in the setting and when they use large apparatus at places they visit. Children can easily help themselves to role play toys and children mimic the childminder, sweeping the floor, for example. There are many opportunities for children to develop their creative and imaginative skills when participating in art and craft activities, exploring textures and playing with small world toys. Children particularly enjoy music and wriggle in time to what they hear. Feeding ducks is a popular activity and children find things of interest in the garden, using a magnifying glass to examine them further. Programmable toys are available and when a child takes an interest in the inspector's computer the

childminder finds her a toy one which she sits at, mimicking what she sees. Children are developing strong skills for the future. Attending toddler groups helps to expand on their social skills and to build on their learning and development. They are encouraged to be independent such as feeding themselves and putting on shoes and socks, resulting in very advanced skills for their age. Overall children are making very good progress supported by a childminder who meets their individual emotional and learning needs 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

<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

<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	1
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	1

### 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

<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	1
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