

Inspection report for early years provision

Unique reference number	EY431742
Inspection date	17/05/2012
Inspector	Linda Nicholls

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 registered in 2011. She lives with her partner and two children aged two- and six-years-old in New Ash Green, Kent. The whole of the ground floor of the 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 four children under eight years; of these two may be in the early years age range and of these one may be under one year. There is one child in the early years age range on roll. The provision is registered on the Early Years Register and both the compulsory part and the voluntary parts of the Childcare Register. Registration does not include overnight care.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder meets each child's needs so they progress well, given their age, ability and starting points. Overall, children are safe, secure and enjoy learning about the world around them. The partnership with parents is developing well. There are ample resources that reflect equality and diversity and those with special educational needs. Reflective self-evaluation is thorough and identifies suitable priorities for continuous development, such as developing natural resources and activities for very young babies.

What steps need to be taken to improve provision further?

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

- encourage children to discover a range of natural and household objects to excite and encourage their interests, sensory experience and the exploration of malleable materials

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are comprehensive and reflect current local Safeguarding Board practice. Visitors are monitored and all appropriate checks are completed. Children are directly supervised at all times. The childminder follows a consistent implementation of her policies, procedures and practice to ensure children's health, safety and well-being are met. Effective risk assessments together with a good understanding of safety procedures ensure that the premises are safe and hygienic. Routine outings and walks are assessed to ensure risks are reduced as children access fresh air and physical exercise. An exit procedure is practised so

children know what to do should an emergency arise.

Children play safely. The indoor space is organised well with resources either free-standing or stored in open boxes. There are a wide variety of books to look at, items to express their imagination, craft items to experiment with, number pads and battery-operated keyboards for children to explore. There are, however, no natural objects of stone or rubber, or safe household objects for babies to explore. There are ample items reflecting diverse cultures, equality and diversity and special educational needs. Currently there are no children on roll who need support from other agencies. However, the childminder is aware to work in partnership with any other settings if the need arises.

The childminder works effectively with parents to gain accurate information about individual starting points and achievements at home. Parents value the childminder for her considerate introduction of routines to benefit their child. Thorough, competent observations and assessments link to the six areas of learning, and planning next steps reflects the early learning goals. A comprehensive scrapbook is compiled to keep parents clearly informed of their child's experience while in her care. The childminder has contacts with other registered provisions, including pre-schools and schools ensuring an active continuity in her understanding of children's care and learning.

The childminder has focused aspirations for quality through ongoing improvement. Her reflective self-evaluation includes contributions from parents. She has identified priorities for the continuous improvement of her provision, such as attending further training and developing methods of communication such as signing.

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

Children settle quickly and learn eagerly because the childminder provides stimulating activities to absorb or engage them. They develop caring relationships with the childminder who provides effective emotional and practical support. Children receive praise and encouragement so they develop positive behaviour and good levels of self-control. They are purposeful as they make independent choices to explore noises at the brick box or by spinning the toys on the walker bar. Children are active, confident and secure. Children make wide-ranging gains in their learning. The childminder provides a stimulating and welcoming environment based on their interests, such as learning to walk or making sounds. They learn to listen closely as they develop their communication skills. The childminder describes what they are doing, discusses events and the people they know.

Children learn how to stay safe and to be increasingly responsible for their personal safety. The childminder reinforces safe practice, such as effective hygiene procedures. Fresh drinking water is available should they need it and the childminder works closely with parents to supply healthy and nutritious food. The childminder provides a good role model so children learn to share and to

contribute; they learn to care for themselves and others they meet in her home. The childminder understands to provide children with a wide variety of experiences that reflect their community and the wider world. She plans activities covering cultural and seasonal events and introduces foods from around the world. Children take an active lead in their own learning. They benefit from her thoughtful and effective organisation that acts as a strong foundation to their future skills.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

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

Outcomes for children in the Early Years Foundation Stage	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