

Inspection report for early years provision

Unique reference number	506307
Inspection date	17/02/2011
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1998. She lives with her husband and three adult children in Rochester, 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 six children at any one time of whom three may be in the early years age group. When working with an assistant, may care for no more than nine children under eight years; of these, not more than six may be in the early years age group. She is currently minding 13 children part time of these nine 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 childminding group. The family has a dog and a rabbit. The childminder can support children with special educational needs and/or disabilities. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are treated as individuals according to their individual needs and stage of development. The childminder works in close partnership with parents to ensure that children receive continuity of care. The childminder is able to identify where children need to move forward; the observations and assessment are beginning to be used but are not yet fully implemented. The childminder identifies 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:

- develop effective communication systems between providers of the Early Years Foundation Stage framework to ensure that children's needs are met and there is continuity in their learning

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her responsibilities towards the children in her care. She is clear about the signs and symptoms of abuse, keeps a range of information to hand and knows what to do in the event of a concern. She has shared this information with parents. This means that the children's welfare remains her priority. The Ofsted parent poster is displayed so parents are aware of who to contact should they have a complaint. Risk assessment is thorough and underpinned by daily safety checks and monthly written records to make sure the children can play and learn in safety. The childminder maintains the required records and details of the children which she uses to promote children's welfare.

Toys and resources are freely accessible and the range available covers all areas of learning. The childminder has attended many workshops and courses to underpin her knowledge and understanding and keeps up to date through working with other childminders. This information helps to ensure that her practice is based on current requirements and supports the needs of the children.

Equality and diversity is well embedded throughout the childminder's practice. The individual needs of every child and their family are well addressed and the childminder promotes the specific needs of different groups of children effectively. All children have equal access to the play and learning opportunities provided, helping them reach their full potential. These include positive images of diversity that encourage all children to value their differences and similarities.

Self-evaluation is steadily developing. The childminder is reflective and has begun identify the strengths and weaknesses of her provision. Future improvements highlighted include developing the use of observational assessment and improving her documentation. The use of self-evaluation helps to promote effective outcomes for the children. The childminder is always looking at ways to improve her provision. Since the last inspection the childminder has addressed the recommendations raised effectively. She has begun to undertake observations and assessments of the children and has worked with other professionals to find ways to improve these and to develop her planning.

The childminder has built positive links with other settings which are involved in the care of the children. However the exchange of information regarding children's learning and development is not fully established to ensure total continuity of learning and care. The partnership forged with parents is very good. Parents are kept well informed about their children's progress and are involved in their learning and development. All information is shared verbally and through the observations and assessments and the positive use of photographs which shows the children enjoying, playing and learning in many different situations. Parents greatly value the service provided by the childminder. They feel she is flexible, follows their requests, treats children fairly and according to their individual needs and provides a good range of activities. This means that children feel secure and very well

supported between the home and childminding environments.

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

Children benefit from the childminder's warm, committed approach to their care, play and learning. She shows a genuine interest in their play and asks relevant and meaningful questions to help them communicate and feel they belong. She sits with them encouraging their interests, asking open ended questions and supporting them in their chosen activity. Children enjoy the good range of toys and resources on offer, which promote all areas of learning. Activities are sometimes led by children and at other times the childminder offers supports. All activities build on children current interests. For example one child showed great interest in the toy kitchen and pretending to make cakes, so the childminder extended this by making real cakes, which they were then able to share with their parents and other children.

Children enjoy problem solving, such as doing jigsaw puzzles working with the childminder for support or building a road for the cars which is done completely and competently by one child. Programmable toys such as simple computers and musical instruments help children to explore and discover how things work. Garden play and a variety of outings promote children's physical skills and knowledge of the world. Children engage in creative play such as painting where they are able to make decisions about the colours they want to use and design their own pictures. They receive a great deal of praise for their pictures when they have finished enabling them to feel accomplished and proud of their work.

Observational assessment is developing. The childminder knows her children well and is clear about what children can do and is beginning to use informal planning to build on what they already know. Observations and assessment are just emerging and are not always linked to the areas of learning but the identification of certain early learning goals does help to chart progress and the childminder is then able to focus on the gaps in children's learning.

Children with special educational needs and/or disabilities as well as children with English as an additional language are well supported by the childminder. She works closely with parents and other agencies to ensure that she knows and understands the best way to promote the enjoyment and participation of all the children. Overall a good range of experiences helps the children to make effective progress and develop the skills needed for their future learning and development.

Safety issues are discussed with the children and they regularly take part in practising the emergency evacuation procedure. When out of the home they learn how to cross the road safely. They know not to run indoors in case they fall and hurt themselves, to clear up an activity after they have finished it and learn to use equipment safely. Children demonstrate that they feel safe in the care of the childminder through the close interactions and comfortable exchanges between them. They show a clear sense of belonging.

Children's health and well-being are well promoted. They enjoy healthy snacks and meals which include fresh vegetables and fruit. The childminder encourages them to try new foods and works well with parents to meet children's specific dietary needs. The childminder encourages good hygiene routines and children follow her example.

Children are very well behaved and respond well to the childminder. The childminder is a good role model; she is very loving and kind towards them and rewards their achievements and good behaviour. Unwanted behaviour is dealt with quietly and effectively and the childminder explains to children why some behaviour is not acceptable. Children learn how to share and take turns and receive plenty of praise and encouragement. Older children take account of the needs of younger children and help and support them by giving babies suitable toys to play with or moving ones out of their reach which may not be suitable. The behaviour management strategies promote children's welfare and self-esteem.

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- write a statement of procedures to be followed in relations to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints)(also applies to the voluntary part of the Childcare Register) 18/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified above in the early years section of the report (Procedures for dealing with complaints) 18/03/2011