

Inspection report for early years provision

Unique reference number	EY278256
Inspection date	10/11/2009
Inspector	Karen Scott
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 2003. She lives with her husband, two school aged children and one child at college in Chatham, close to shops, parks, pre-schools and schools. The whole ground floor of the childminder's house is used for childminding, the bathroom is downstairs, and there is a fully enclosed garden for outside play. The family has fish and two rabbits.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder walks and drives to local schools to take and collect children. The childminder attends local toddler and childminding groups. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children feel safe and secure with the childminder. She knows the children she is minding very well as she works very closely with parents and other settings that children attend. This enables her to plan activities that children enjoy, helping them to make excellent progress through the developmental stepping stones. The childminder is committed to developing her practice. She studies hard and works closely with other practitioners, sharing good practice. As a consequence outcomes for children are continuously improving.

What steps need to be taken to improve provision further?

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

- add to the safeguarding policy details of what the childminder will do if an allegation is made against herself or her family
- ensure the written risk assessment covers everything children come into contact with such as visits to other places.

The effectiveness of leadership and management of the early years provision

The childminder is passionate about offering good care to children and their families and continuously drives improvements to her practice because of this. She participates in regular training which she uses to reflect on her practice and build knowledge, enabling her to offer up to date care to children. The childminder

liaises with other early years professionals, sharing good practice. Targets for improvement are realistic and obtainable. They are based around her setting and the children she cares for. For example, before caring for children the childminder thinks about their individual needs and any adaptations or changes her home or the practice she offers requires to support that child. The childminder views evaluation as a continuous tool to improvement. She seeks and values the opinions of the children she cares for and their parents. Children give their opinions on activities and whether they enjoyed them and how they can be improved in the future.

Children play in a warm and welcoming environment and great care and thought has been taken to how space can be used effectively. They have access to a vast range of toys and resources reflecting the different areas of learning. They are easily accessible, enabling children to make choices about what they play with. A dedicated playroom has direct access to the garden which has a range of play equipment for all ages. The childminder works with parents to meet children's individual needs. Any additional needs are taken seriously and the childminder receives further support and guidance where necessary. Children see a range of positive images and learn about different cultures through celebrations. The childminder has clear policies and procedures in place to help her safeguard children from harm. An excellent awareness of the possible signs and symptoms of child abuse and the procedures to follow should she have any concerns help her in this aim. Parents and carers are aware of what the childminder will do if she has any concerns. Although they are informed that the childminder will look into any allegations of abuse against her family and take them seriously they are not given full details in writing of what the childminder will do. Regular risk assessments are undertaken of the home and places visited, although a written record is not currently kept of places visited. Procedures such as children wearing fluorescent jackets when out help to keep children safe. When action is identified it is acted on immediately.

The childminder works very closely with the local school. She displays their newsletters and informs parents and carers of things that might be of interest to them. She takes an active part in school life and continues themes from school with the children she is minding. The childminder works alongside other settings that children attend so that they can work together to meet children's needs. Children benefit from this and make good progress. Parents and carers are extremely happy with the care that their children receive and write letters to that effect. They are very well informed as there is much information for them to read about the childminder's practice and other things that maybe of interest to them. They receive daily dairies detailing what their child has been doing. Children's portfolios are always available to look at and are sent home regularly to enable all family members to enjoy them. The childminder works alongside parents to meet their children's needs and parents feel because of this their children are making excellent progress.

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

Children are happy to see the childminder. They greet her with big smiles and engage in play with her, feeling safe and secure in their surroundings. They approach the childminder for support when they need it. Children learn about keeping safe, participating in regular fire drills and receiving visits from the fire brigade. They understand that they must always be within the childminder's sight and that it is important to keep small toys such as Lego out of the reach of younger children. Children benefit from regular fresh air as they have easy access to the garden and go on regular walks to various places. Sometimes they jog to school. A shelter enables children to play outside in inclement weather and younger children enjoy ride on toys and playing with balls indoors. Children also follow good hygiene practices, washing their hands when appropriate. There are pictorial reminders in the bathroom and paper towels. Children help themselves to drinks whenever they require them, ensuring that they remain hydrated. Children enjoy a range of healthy foods, describing their dinners as yummy. The childminder knows children's food preferences and works alongside them to devise menus. Children also enjoy helping to prepare dinners which encourages them to enjoy a range of healthy foods. Children's artwork is displayed prominently, making them feel that what they have created is valued. They take ownership and pride in a wall display which has things of importance to them on, such as birthdays and menu ideas. There are many photographs stuck around the home and children enjoy looking at themselves and their friends at play. Before children start their photographs are displayed and children remember those that have left too. Children are encouraged to share and take turns. They help to care for the childminder's rabbits, teaching them responsibility. Children respond positively to praise from the childminder.

Although the childminder makes weekly activity plans she understands the flexibility required to meet children's needs and focus on their interests. For example children enquired as to why birds eat berries and this has led to a bird table and bird food being made. The childminder knows the children she is minding extremely well and has excellent knowledge of their likes and dislikes. She is aware of schemas that young children are following and introduces toys to support them and extend their learning based around this. As a consequence children make progress at activities they enjoy. Children are inquisitive learners, experimenting and testing out toys to see how they work. They have access to a range of programmable toys that are suitable for the differing ages and stages of development. They see numbers and words around the home and help the childminder to shop. Children attend many other settings as the childminder wants to help their social skills. Children are developing skills for the future and enjoy a range of role play activities. Children grow their own produce and share the results with their families. The childminder uses photographic and written observations to assess children's stages of development and to help think how she will extend their development. Overall children make excellent progress in a setting where they experience a range of activities reflecting the different areas of learning.

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	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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