

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY315432      |
| <b>Inspection date</b>         | 22/01/2009    |
| <b>Inspector</b>               | Rebecca Hurst |
| <b>Type of setting</b>         | Childminder   |

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the childminding**

The childminder was registered in 2005. She lives with two school aged children and one grown up child in St Paul's Cray, Kent. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder walks or drives to local schools to take and collect children. The childminder attends the local parent/toddler group. The family has a dog. The childminder currently has three children on roll; two of these are in the early years age group.

The childminder is registered on the Early Years Register and the Compulsory and Voluntary parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

The excellent knowledge of each child's individual needs ensures that the childminder promotes all aspects of the children's welfare and learning with great success. The children are safe and secure at all times in the care of the childminder and they enjoy learning about their local area and the world around them. The partnership with parents is a key strength and this helps to contribute significantly that the needs of all of the children are being met. Children are making excellent progress, given their age, ability and their starting points. Regular self-evaluation by the childminder ensures that any priorities for future development are promptly identified and acted upon, which results in a service that is responsive to the needs of the parents.

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

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

- continue developing knowledge of the EYFS to enhance good practice

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

The childminder works extremely well with parents and others. The childminder ensures that the parents are fully aware of her provision and has comprehensive policies and procedures in place to help safeguard children. All policies and procedures are regularly updated and reflect changes to legislation. The childminder completes daily contact books with the information regarding the daily activities the children have participated in and how their nappies and food intake have been. This ensures the parents are fully aware of how their child has been for the day. The childminder also sends home photos she has taken of the children participating in activities. This allows parents to be a part of the children's day.

The childminder self evaluates her provision well. The childminder is fully aware of what areas need improving and is working on these. The childminder is currently undertaking training to complete her NVQ level 3 qualification, which further enhances her knowledge and understanding of caring for children and their development. The childminder also asks the parents to complete questionnaires regarding the service that she provides. The childminder is then able to work on what the parents have said, to improve her provision further. This also enhances the partnership with parents and others.

The childminder ensures she is fully aware of the children and their backgrounds. The childminder and her family learn words from the children's home language so they are able to communicate with them and to be able to understand what they are asking. The childminder teaches the children about different festivals and religions at a level the children are able to understand. The childminder has an excellent range of resources and activities which enhances the children's learning of diversity and equal opportunities.

## **The quality and standards of the early years provision**

The children are extremely happy and settled at the childminder's. This is due to the warmth and care the childminder provides to all children in her care. The childminder is proactive in ensuring the children are progressing with their development, by making detailed written assessments on all of the children in her care. These assessments are linked to the six areas of learning and included the next steps to progress the children with their development. These assessments allow the childminder to maximise the children's potential in learning.

The childminder plans her time well. She has long term plans in place which show what themes the children will be learning over the year. The childminder then has weekly plans in place which are fed by the interests of the children and from the long term planning. Planning is flexible and the childminder waits for the children to arrive before she and the children decide on what activities to participate in.

Children's acquisition of independence skills is nurtured as all activities are boxed and have labels with words and pictures, for children to learn early word recognition. Children pick and choose which activities they would like to play with and the childminder teaches the children the importance of putting away finished activities before new ones come out. This ensures children are aware of safety and trip hazards as well as how resources should be stored.

All children have their flannel and towel in the bathroom which have their photos above them. This ensures children are free from cross infection and contamination and the photos help younger children to recognise their own items. Children are taught about the importance of personal hygiene throughout their day at the childminder's. The childminder talks to the children whilst they are having their nappy changed and explains what she is doing and why she needs to wash her hands. The childminder also ensures the younger children have their hands washed before and after meals and snacks.

The childminder teaches the children the differences between right and wrong and the importance of sharing. This is all done at an age-appropriate level so all children are able to understand. Consequently children are well behaved. The childminder carries out comprehensive risk assessments and daily safety checks. This ensures children are kept safe from harm. The childminder also has an excellent understanding of the importance of safeguarding children and child protection. This further enhances the safety and welfare of all children in her care.

The children enjoy learning about the world around them through meaningful trips into the local area. For example, the childminder takes the children to the local park areas where they get to feed the ducks and see wildlife. This ensures that learning is not confined to the home but they learn in all environments. This makes it fun and exciting for the children and they look forward to these trips.

## 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*

### Overall effectiveness

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|-------------------------------------------------------------------------------------------------------------|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 1 |
| How well does the provision promote inclusive practice?                                                     | 1 |
| The capacity of the provision to maintain continuous improvement.                                           | 1 |

### Leadership and management

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|---------------------------------------------------------------------------------------------------|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 1 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 1 |
| How well does the setting work in partnership with parents and others?                            | 1 |
| How well are children safeguarded?                                                                | 1 |

### Quality and standards

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|-------------------------------------------------------------------------------------------------------|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 1 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 1 |
| How well are children helped to stay safe?                                                            | 1 |
| How well are children helped to be healthy?                                                           | 1 |
| How well are children helped to enjoy and achieve?                                                    | 1 |
| How well are children helped to make a positive contribution?                                         | 1 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 1 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.