

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY400364      |
| <b>Inspection date</b>         | 27/01/2010    |
| <b>Inspector</b>               | Freeda Wildon |
| <b>Type of setting</b>         | Childminder   |

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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 2009. She lives with her husband and two school-aged children in Birchington, Kent. All areas on the ground floor and a bathroom on the first floor of the childminder's home are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time, of these not more than three may be in the early years age group. She is currently minding one child in the early age range. The childminder walks to local schools to take and collect children. She attends local toddler groups. The childminder is a member of the National Childminding Association. The family has a dog.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's good knowledge and effective practice of the Early Years Foundation Stage (EYFS) ensures children are making good progress towards the early learning goals. Children are cared for according to their individual needs and stage of development. The childminder forms friendly and supportive relationships with parents and other carers. Self-evaluation is not yet in place, however, the childminder is aware of her strengths and areas for further development. She has a professional approach and demonstrates a good capacity to maintain continuous improvement.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain written parental permission at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and welfare) 04/02/2010

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

- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children.
- further develop resources to provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities

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

Children's wellbeing is promoted because the childminder has a clear understanding of her responsibilities regarding safeguarding children. She shares the safeguarding policy with parents so they are aware of the procedure she has in place to protect children from harm. Parents are given good information regarding how to make a complaint, for example, they are given the policy and a poster is displayed prominently in her home. Children are kept safe and well because written risk assessments are in place to keep them safe within the home and when they are away from the setting. Daily visual checks ensure that the childminder's home is safe before the children arrive. She has in place a stair gate and locks to prevent young children from going into unsuitable areas. Most of the required documentation for the safe and effective management of the setting is in place. However, parents do not give prior written permission to seek emergency advice or treatment, which is a breach of requirements.

The childminder provides a dedicated room for children to play but they are able to move freely between the rooms on the ground floor and explore the environment. The toys are stored at low level so younger children have easy access. Children are provided with a range of activities suitable for their stage of development, but resources that give children a balanced view of diversity are few. Children benefit from the childminder's knowledge and understanding of equality and diversity and how to include all children. She has experience of supporting children who have special educational needs and/or disabilities. Although the childminder does not care for children with English as an additional language she has plans in place to help children value their home language while increasing their ability to communicate in English.

Good communication between the childminder, parents and carers benefits children. Parents and carers are made welcome to the childminder's home and given verbal feedback about their children's progress each day. This includes information about children's sleep times, what they have eaten, activities and outings. Parents are provided with a 'welcome pack' which informs them about the childminding service and her family. Parents speak highly of the childminder, they feel she is friendly and confident, and wants to provide the best for their children. The childminder works effectively with other carers and she is aware of her responsibility to support the delivery of the EYFS for all children. The childminder is new to childminding but she is keen to develop her knowledge and skills in childcare and would like to gain a professional qualification. She has enrolled on several training courses to improve her practice. This demonstrates a good commitment to her self-development. The childminder is yet to fill in a self-evaluation form but she has identified areas for further development, for example, to extend her range of resources. She feels that communication is her key strength.

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

Children feel happy and secure in the care of the childminder. Interaction between the childminder and children is good, helping children to feel relaxed and contented. She sits on the floor and plays with the children. They are competent learners showing great excitement when they press the buttons and watch the figures pop up. Children are developing good levels of independence and curiosity as they freely select toys from a range of resources stored at their level. Younger children are learning to feed themselves using a spoon. Children are valued as individuals and feel assured; young children cuddle up to the childminder resting their heads on her shoulder showing a sense of trust. Children are making good progress in their learning because the childminder has secure knowledge and understanding of the EYFS and plans the activities based on their stage of development. She makes the resources available and is led by the children's interest. The childminder encourages children's confidence and self-esteem by continually praising them and making them feel valued. Positive strategies are in place to manage children's behaviour; these are shared with parents. Children attend social groups and visit the local community; this helps to build positive relationships with others from a wider variety of backgrounds.

Children's mathematical thinking is fostered; the childminder counts routinely with the children at snack times counting pieces of fruit and at the same time children learn about portions such as halves and quarters. The childminder develops children's spoken language through conversation and repeating words which they quickly copy. Children are provided with regular opportunities at home and at toddler groups to be imaginative and creative, and explore their senses using a range of tactile and natural materials. For example, paints, dough, glitter and leaves collected from nature walks. Children are developing positive attitudes towards healthy lifestyles. They are offered choices of healthy foods and enjoy fresh fruit such as apples, pears and kiwi fruit. The childminder provides many opportunities for children to take part in regular physical activities. They go for walks with the dog, visit the park and play gyms where they use large apparatus to develop their large muscle skills. Children are learning from an early age about the spread of infection; they are encouraged to wash their hands after having their nappies changed and before eating.

Children are kept safe and secure when they are in the care of the childminder. She reminds them about keeping themselves safe at such times when they are eating telling them not to put large amounts in their mouths. Older children have practical experiences at the children's centre learning about road safety in the playground. At home they take part in fire practice to help them learn how to leave the premises safely in an emergency.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <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

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|------------------------------------------------------------------------------------------------------|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 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 | 3 |
| The effectiveness of partnerships                                                                    | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| 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

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|------------------------------------------------------------------|---|
| <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            | 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**

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|---------------------------------------------------------------------------------------------------|-----|
| 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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