

Inspection report for early years provision

Unique reference number	EY409609
Inspection date	14/11/2011
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.

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Description of the childminding

The childminder registered in 2010. She lives with her husband and child in Chatham, close to shops, parks, schools and pre-schools. The whole of the childminder's home is used for childminding and there is a fully enclosed garden for outside play. The family has a rabbit.

The childminder is registered to care for a maximum of five children under eight years at any one time; of these no more than two may be in the early years age range. She is currently minding one child in this age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is willing to take and collect children from local schools and pre-schools and attends several toddler groups on a regular basis. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children play in a safe and secure environment where they are making good developmental progress. They receive support from a childminder who knows them very well. The childminder builds satisfactory partnerships with parents though does not involve them fully in supporting children's learning or contributing their views. The childminder is committed to maintaining continuous improvement and she has a sound awareness of her strengths. However, she does not use self-evaluation very effectively to identify areas for development. The childminder maintains a secure environment for children, though misses an opportunity to involve them in keeping safe in the home.

What steps need to be taken to improve provision further?

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

- regularly practise evacuation of the house in case of emergency
- establish systems to monitor and evaluate the quality of practice, working in partnership with parents and carers to promote improvement
- consider how parents and carers can add to and develop their children's development folders to promote a shared understanding of children's individual needs and involve parents in practical ways to support their children's learning and development.

The effectiveness of leadership and management of the early years provision

Children play in a safe and secure environment where the childminder undertakes effective assessments to eliminate potential risks. The childminder also has very thorough procedures in place to help her keep children safe when they are on outings. Although the childminder has evacuation procedures in place, she has not yet practised with children. This would help them know how to vacate the home safely in an emergency. The childminder helps children to keep themselves safe when playing, giving clear explanations as to why an activity might not be safe. The childminder is secure in her knowledge on safeguarding children. She updates her training in this area to help her protect children from harm.

Resources are ample for the ages and stages of development of the children attending. Resources are in good condition and are accessible, enabling children to lead their play and make choices. Children have a dedicated playroom but are able to spread their play into other areas. Evaluation of her provision is not fully effective but the childminder does know where her strengths lie and plans some improvements. She liaises with other childminders, sharing ideas for good practice and participates in training to help her update her knowledge. This is helping to secure steady continuous improvement.

The childminder is starting to help children understand diversity within society. She has a suitable range of resources that reflect differences in a positive way. The childminder understands the value of working in partnership with other settings that children attend, should the need to do this arise. Parents and carers are welcomed warmly by the childminder and she shares her policies and procedures with them. She uses daily diaries to keep them informed about their child's day. Daily discussions help the childminder to plan for a child's day, taking into account their emotional needs and what they enjoy playing with at home. The childminder informs parents and carers that they may look at their children's developmental folders whenever they wish. However, she has yet to really share the information with them and therefore involve them in their children's educational programme. The childminder does share videos of children undertaking developmental stepping stones for the first time with parents and carers, which they particularly appreciate. Overall, parents and carers are happy with their choice of childcare saying that their children are well looked after in a friendly and welcoming environment. They particularly appreciate the artwork that is sent home for sharing with them. Self-evaluation does not yet fully include the views of the parents.

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

Children arrive happily at the childminder's home and are keen to stay and play. Well-organised routines and good quality interaction from the childminder help children to settle very well. They have formed a strong relationship with the

childminder who they readily turn to for support and share with her how they are feeling. Children are helped to think about playing safely as the childminder gives clear explanations as to why it is not a good idea to climb on the bottom step. Children follow their individual sleep and eating routines, helping them to thrive. There are suitable opportunities for children to engage in physical exercise both indoors and outdoors. The childminder helps children to enjoy the benefits of regular fresh air. Children are developing some independence at snack time by holding their own beakers. This is helping them to respond to their own needs when they are thirsty. Children receive lots of praise and respond positively when they manage this task. They are beginning to form relationships, drawing others attention to what they are doing in the hope that they will join their play. They are starting to develop their social skills during regular visits to a range of toddler groups.

Children play with a good range of resources that promote their learning across all areas. The childminder places written observations and photographs in a folder for each child. She is using these effectively to assess stages of development and what are the next steps in learning so she can support children well. Children benefit from participating in adult-led and child-initiated activities. The childminder follows their interests, making sure that the relevant resources are easily accessible. This results in children showing very high levels of concentration when playing. The childminder models how to play with resources and children copy what they see before exploring further. Children communicate at levels that are appropriate to them with support from the childminder. She introduces mathematical concepts at appropriate levels too, such as in number songs. Children undertake complex tasks that develop their co-ordination and they enjoy moving their bodies in time to music. There are many opportunities for children to use toys that encourage imaginative play. Children particularly enjoy exploring the textures of a range of natural and household objects. The childminder draws children's attention to things that might interest them such as the dustcart outside or the windmill in the garden. Children benefit from playing in an environment where they are encouraged to be active, inquisitive and independent learners. They have a positive attitude to learning and are making good progress through the developmental stages.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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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	3
The extent to which children make a positive contribution	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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