

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY421278    |
| <b>Inspection date</b>         | 10/04/2012  |
| <b>Inspector</b>               | Liz Caluori |
| <b>Type of setting</b>         | 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 2011. She lives with her partner and one child aged two years, in a residential area of Pembury, near Tunbridge Wells. Childminding generally takes place on the ground floor, with an upstairs bedroom used for children to sleep. Toilet facilities are on the ground floor. There is an enclosed garden available for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age group. There are currently two children on roll in the early years age group.

The childminder lives close to local toddler groups, parks, schools and pre-schools. The family has a pet dog. The childminder holds a qualification in sign language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have fun and make good progress with the childminder because of the care and attention she gives to meeting their individual care and learning needs. They take part in a broad range of well-planned activities and play with a good range of resources, although these are not always organised to enable them to select items independently. Good arrangements are in place to promote children's safety, but the records relating to risk assessments are not sufficiently robust. Partnerships with parents and other professionals are very effective in supporting the childminder to provide coordinated and consistent care. The childminder demonstrates a strong capacity for continuous improvement, supported by thorough and effective self-evaluation.

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

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

- improve the record of risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident (Suitable premises, environment and equipment)

04/05/2012

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

- offer greater opportunities for children to select and use activities and resources independently.

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

Good precautions are in place to protect children. The childminder's house is organised to provide a safe environment where children can move around independently. Gates are fitted to the stairs and are also used to restrict access to the kitchen when the childminder is cooking. The childminder completes robust risk assessments of her home and planned outings. She reviews these regularly but does not keep the required records indicating the date of review or the action taken. This is a breach of the requirements of the Early Years Foundation Stage. The childminder has completed a child protection course to make sure that she is able to recognise any cause for concern about the welfare of children in her care. She has a record of the process to follow should she need to report her concerns.

The childminder has a good understanding of the ways in which children learn. She provides them with activities and experiences that they enjoy, and which offer a good level of challenge. She undertakes sensitive observations of each child, which she uses to monitor their progress. She shares her observation records with parents and these form the basis of discussion about planning the next steps for their child.

The childminder is aware of the importance of reflecting on and continually improving her service. She has completed the Ofsted self-evaluation form and has a good understanding of her strengths and areas for improvement. She takes into account the views of parents and children to ensure that her practices reflect their evolving needs. A file of policies, procedures and certificates is available for parents to view. This also clearly sets out the childminder's expectations, aims and objectives.

The childminder has a good range of toys and resources available for children. These are well maintained and appropriate for their varied interests, ages and stages of development. The lounge is currently in use as the main play space and only a limited selection of the available toys are set out for children to play with at any one time. The childminder is skilled at selecting items that the children find interesting but this arrangement does not fully encourage them to make choices. However, a new conservatory has been built and is awaiting decoration. The childminder plans to use this as a playroom and describes how she will be able to set out a fuller range of toys to encourage children to select items independently.

The childminder demonstrates a strong commitment to promoting inclusion and helping the children to learn about and respect diversity. She is experienced at working with children and families who speak English as an additional language. The childminder learns key words, such as colours, in children's home languages. This allows her to support their progress in areas such as problem solving, reasoning and numeracy while their English is still developing. She also has books in different languages which she shares with all of the children. The childminder

has completed a qualification in sign language. She has experience of using this very effectively to communicate with very young children, children who are learning English, and those who are hard of hearing.

Good arrangements are in place to work in partnership with reception teachers and staff at other early years provisions. For example, the childminder has been proactive in learning about the phonics systems taught in the local school, to provide consistent and cohesive support for children in their language and literacy. The childminder also maintains very positive relationships with parents. They express thanks for her support and flexibility in comments entered into their daily diaries.

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

Children play very happily and are relaxed in the childminder's home. They show their strong sense of security as they readily approach her for cuddles or approval as they play. The childminder also has a range of strategies in place to teach children how to keep themselves safe. For example, she makes sure that they hold her hand when walking down the street and explains why it is important to walk on the inside of the pavement.

Children's health is prioritised effectively. They enjoy regular opportunities to play outside in the fresh air and to take part in physical games. The childminder provides a varied and nutritious selection of snacks and meals and is experienced at catering for children on restricted diets. Children learn about the importance of developing good personal hygiene routines. They are aware of the need to wash their hands after stroking the dog and before eating, and are very well supported in their potty training.

Children are progressing well and enjoy a broad range of activities that cover all areas of their learning. They chat very happily as they play and are developing good language skills for their age. They also receive very good support to help them understand that print carries meaning, looking at books and enthusiastically referring to alphabet posters to identify letters. They are developing confidence in mark-making, using chalks and pencils. Children express themselves creatively through art activities, role-play, singing and making music. They thoroughly enjoy playing an electric keyboard and are becoming skilled in operating the various switches to change the sound effects. Resources such as different coloured stacker cups, support children in their problem solving and reasoning. They concentrate well as they match, compare and sort items and begin to understand the concepts of size and volume. Children take part in activities to explore the natural world, such as monitoring the childminder's pond and looking at bugs and snails. The childminder regularly takes children to local groups and places of interest to give them access to a greater range of experiences and play equipment.

Children are friendly, polite and enthusiastic in their learning. They are developing extremely good social skills and the childminder instigates activities and

discussions which help them to learn to respect others. Children are confident to express themselves and to ask the childminder for different toys and activities. Therefore, while they are not fully encouraged to make choices at all times, they are aware that their views are valued and respected. This helps to promote their self-esteem and, along with their high levels of achievement, prepares them well for the challenges of the future.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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 | 2 |
| 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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