

Inspection report for early years provision

Unique reference number	EY424756
Inspection date	13/10/2011
Inspector	Stacey Sangster

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 2011. She works with another childminder and an assistant at the setting in Margate, Kent. The ground floor of the home is used for childminding. There is an enclosed garden for outside play. The family has a cat and a dog. The childminder is on Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years at any one time. Of these, three may be in the early years age range and only one may be under one year. The childminder is currently minding eight children in the early years age group. She also cares for two children in the later years age group and three older children. The childminder walks or drives to the local school and pre-school to take and collect children. She attends the local toddler and childminding groups. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in this nurturing, child friendly setting so that their needs are fully met. Outcomes are consistently good and exemplary in some areas. Highly effective team working between the childminder, her co-childminder and their assistants is a key strength of the setting. Overall, systems for monitoring children's progress are extensive. The commitment to building on the success of the service is strong and the capacity to continually improve is excellent.

What steps need to be taken to improve provision further?

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

- analysing children's achievements as a group to further support self-evaluation and identification of strengths and any weaknesses in the delivery of the six areas of learning.

The effectiveness of leadership and management of the early years provision

The maintenance of high quality records and implementation of clear and well understood policies and procedures help to check that all children are kept safe. Children are well cared for by the childminder and those who work with her. The childminder has an extensive knowledge of safeguarding and child protection procedures, having previously worked within the field of social services for many years. Risk assessment is high quality and very effective in identifying the action needed to manage or eliminate hazards. This is balanced with an understanding

that children need to take appropriate, low-level risks to grow in confidence and build their own risk assessment skills.

The childminder engages with parents and works in partnership with them and others to outstandingly promote the welfare, and learning and development of all children. These successful partnerships ensure that children are supported fully by all those who play an important part in their life and learning. The childminder shares an ambitious vision and clear priorities for improvement with those that she works with. Self-evaluation is accurate, self-critical and aimed at all times on searching for ways to make improvements that will have the biggest positive impact on children. Individual children's progress is monitored to ensure that in bridging gaps in their skills and learning can be addressed promptly. The childminder has yet to analyse children's progress as a group to identify strengths and any weaknesses in delivering all six areas of learning.

Policies and procedures are consistently implemented to promote equality and eliminate discrimination. The childminder offers a highly inclusive environment, in which each child is valued, respected and nurtured according to their individual, specific needs. Resources are plentiful, well-maintained and provide significant challenge for the children. Most equipment is organised so that children can access freely what is safe and age appropriate for them to use. The unrestricted access to the toys and resources enables all children to successfully influence their own play environment.

The childminder demonstrates high commitment to ongoing training, making use of published guidance and inspection to support the development of her childcare provision. Children are learning to manage their behaviour with high levels of self-control and older children demonstrate that they feel safe at the setting. This is because they confide worries and concerns to the childminder, who takes immediate action to support children to resolve any issues that they have.

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

Children are eager to attend. They make significant gains in their learning, given their starting points, particularly in the areas that will support them with their future learning. They show high levels of independence, curiosity, imagination and concentration. Children are able to work independently, as well as with each other and with the childminder.

All children show a strong sense of security and demonstrate that they feel safe within the setting. Babies smile and are contented on waking, cuddling into the shoulder of the childminder and showing no concern about their whereabouts. Children show increasing skill when safely using a wide range of tools and equipment. They have an extensive knowledge of safety issues because the childminder specifically targets this area of learning in a child friendly, but concentrated, effort. As a result, children re-enact what they know about road safety, fire safety, stranger danger, as well as a wide range of other safety

subjects. These capture the children's imagination in their role play and their discussions with each other. Children's ability to risk assess situations for themselves is very strong because of the emphasis placed on learning about this by the childminder.

All children show that they are developing a very good understanding of how to keep themselves safe and healthy. They demonstrate exceptional understanding of the importance of following good, personal hygiene routines. Their understanding of healthy eating and the ability to make healthy choices at snack and meal times is consistently excellent, for their ages. Children actively participate in a wide range of physical play and activities. Through discussion with the childminder, they are developing a secure understanding about the role that regular exercise plays in maintaining a healthy lifestyle.

Relationships are developed at very strong levels and children respect and tolerate each other's differences. Older children understand that younger children may behave in ways that reflect their lower level of understanding. All are patient and kind towards them if, for example, they want to take a toy that the older child is playing with. Children settle quickly and demonstrate confidence because they are encouraged to make themselves feel at home. Within a short time of starting with the childminder, most children quickly display very high levels of confidence and self-esteem. The children engage in a very wide range of activities and experiences which help them to value diversity. They enjoy being given specific responsibilities and are keen to demonstrate helpful behaviour, such as tidying up or helping to prepare snack time.

Children skills in communication, numeracy and information technology, develop at a high level because of the support offered specifically in these areas. They are encouraged to talk about what they want to and, as a result, they play an active role in planning for their own learning. Children are learning to manage their behaviour with high levels of self-control and older children demonstrate that they feel safe. They confide worries and concerns to the childminder, who takes immediate action to support children to resolve any issues that they have.

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	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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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