

Inspection report for early years provision

Unique reference number	EY425202
Inspection date	24/08/2011
Inspector	Mary van de Peer
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 was registered in 2011 and she lives with her husband and two children in Dover, Kent. The childminder's home is close to shops, parks, schools and public transport links. There is a step up to the front door, steps in the garden, and the bathroom is upstairs. Most of the childminder's home is used for childminding. The family keeps two pet tortoises. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

A maximum of one child in the early years' age group may be cared for at any one time and there is currently one child on roll in this age group. The childminder collects children from the local school and attends toddler groups on a regular basis. She is a member of the National Childminding Association and also receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder treats children as individuals, according to their needs and stage of development. She engages well with parents to ensure that children receive consistent care. The childminder is especially creative when promoting communication and speech. She is establishing a process to involve other providers, and extending the partnership with parents. The childminder evaluates her provision, clearly identifying her strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- develop and maintain the two-way flow of information, knowledge and expertise between practitioners and parents, to help support and extend children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has recently registered and already shows a commitment to promoting children's well-being. She has undertaken safeguarding children training and is confident about what she would do if she has any concerns about a child. She has shared this information with the parents through a clearly written policy and supporting documentation. Risk assessments on toys, equipment, house, garden and outings are regularly carried out and recorded. The childminder also supervises children well. This means children are kept safe at all times. All children

benefit from being cared for in a comfortable, welcoming and child-friendly environment. Resources are freely accessible and children can choose what they would like to play with. The childminder promotes inclusion in all aspects of her practice, dealing with each child and situation uniquely. She ensures she is able to communicate with all children at their level. Resources are age appropriate and reflect positive images of diversity, enabling children to recognise and respect differences.

The childminder engages with parents very well. She provides them with quality information about her service and the Early Years Foundation Stage framework. Policies and procedures are on a CD Rom and this has proved popular with parents. Daily feedback is provided on how the children spent their day, backed up by a contact book. Parents provide initial starting points for their child. They view their child's learning journey record at any time. There are currently no children who attend other settings, but the childminder is establishing effective processes to promote consistency in children's care and learning. This is to ensure parents, carers and other professionals are able to be more involved in setting future developmental targets for their children. Parents are given a questionnaire about her provision and the responses are used to inform her self-evaluation process. The childminder has built good links with other childminders and visits the local children's centre on a weekly basis.

The childminder aims to improve and extend her provision for parents and children. She looks at what she is providing and takes positive steps to move forward. The childminder is aware that further training will help her gain more knowledge and understanding of her role. She actively seeks ways to continuously improve the care and education offered.

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

Children enjoy themselves and feel and secure and safe. They look to the childminder for guidance and reassurance as they play. Children have easy access to a wide range of stimulating toys and activities, which help them make good progress. They are confident in making independent choices about what they play with. For example, they enjoy musical activities then move onto role play. The childminder is particularly focussing on developing children's speech and communication skills. She has learnt signing and is teaching the children common signs, such as 'more', 'hungry' and 'tired'. The childminder also uses songs and rhymes to help children learn new words and link sounds and actions in a fun way. The added use of musical instruments encourages the children to learn the meaning of other words, such as 'soft' and 'loud'. A child takes a minute to consider how the maracas work, when they succeed they show how proud they are at mastering this skill. The childminder gives good attention to developing children's future skills.

The childminder uses effective systems to record and chart children's progress. She discusses with parents what children can do when they first start and tracks

their progress through regular observations. This information is then used to plan activities based on children's interests and abilities. Next steps are emerging from the evaluative assessments, which are then incorporated into future planning. Children feel valued and have a strong sense of inclusion in the childminder's care due to the respect she shows. They are all at different stages of their development and skilfully supported by the childminder. Through her interaction she ensures the same activity is meaningful for all children. Children are encouraged to help the childminder in setting up activities such as the 'treasure box'. They help to find items to put in the box. It is then covered and children enjoy feeling for, and picking out an object. The childminder sings songs linked to this and the children join in. It is a very happy and educational activity.

From a very early age children are encouraged to learn good hygiene skills through effective routines. For example, as a child coughs playfully, they put their hand in front of their mouth. The childminder praises them and they show how pleased they are with this approval. These actions help to minimise the risk of infection. Food is well balanced and children know how to make healthy choices. Children learn how to keep themselves safe in different situations. Emergency evacuation drills are practised and children learn about road safety on local walks and outings. Children's behaviour is positively promoted because the childminder uses highly effective and positive strategies. Lots of praise and encouragement is used to build their confidence and self-esteem. Children enjoy with a wide range of experiences which contribute well towards their ongoing learning and development.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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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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	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

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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