

Inspection report for early years provision

Unique reference number	EY313238
Inspection date	12/06/2009
Inspector	Susan Jennifer 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Description of the childminding

The childminder was registered in 2005. She lives with her two children on the outskirts of Maidstone, Kent. The childminder lives in a first floor flat with no disabled access. There is a fully enclosed outside landing and a grassed quadrangle available for outside play. The childminder is registered to care for a maximum of four children at any one time. Overnight care can be provided for one child. A total of seven children currently attend on a part-time basis; only one of these is under five years.

This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks to local schools to take and collect children. The family has a tortoise. The childminder attends a number of local groups.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Children receive an excellent individualised service which is adapted to meet their needs. Children benefit from sensitive and very good support as they are each valued and treated with kindness and respect by the childminder. All children really enjoy their time with the childminder due to the interesting opportunities she organises and they are making very good progress in all areas of learning. The childminder organises her service so that she works closely with parents and thus promotes the welfare and development of all the children.

What steps need to be taken to improve provision further?

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

- ensuring that children's next steps are being clearly identified across every area of learning and used in leading planning
- continuing to use training made available by the local authority and other sources

The leadership and management of the early years provision

The childminder is highly skilled and uses her evaluative skills successfully. She is keen to continuously develop her practice and enable all children to benefit from the service she provides. The childminder has completed a variety of training and uses her experience and training effectively, delivering an enjoyable and challenging experience for all children. Children are well supported by the expertise of the childminder who provides parents with excellent information about their child's progress and the experiences they have in her care. Children's records note their individual needs and this information is used to ensure they receive high

quality care and education which is adapted to suit individual needs.

The partnership with parents and other agencies is a strength, as children's starting points are discussed with parents and used to enable children to feel settled, secure and able to achieve. Children derive great benefits from this close working relationship with the parents, who are provided with clear and helpful information on the childminder's written policies and procedures. This supports parents' confidence and enables a clear understanding of her practice that they can refer to at all times. The childminder has recently renewed her first aid certificate, enabling her to provide appropriate first aid treatment for children and is gradually completing a diploma in early years care and education. She has clear and well understood procedures to record accidents, the administration of medication and existing injuries.

The quality and standards of the early years provision

Children's progress is accelerated by the childminder's good observation of their interests, and her use of this when planning their play and learning. Children experience a good balance of individual choices and planned activities which are well supported by the childminder. The childminder observes and assesses children's development to support their progress and plans activities appropriate to their stage of development, based upon the Early Years Practice Guidance. The routines provide children with excellent opportunities to participate in interesting activities and visits in the local community. For example, children have enjoyed a visit from the local fire service and built upon their understanding of how the fire engine operates. The children benefit from regular observations and assessments in each area of learning, but there is not a secure system in place to record the next steps for each child's development in every area of learning on a frequent basis. Children do make good progress and are effectively supported by the developmentally appropriate activities and sensitive support they receive from the childminder.

Children extend their understanding of their environment, family events and outings because the childminder promotes very good communication through activities which build upon their interests. For example, one child has experience of life on a farm so many resources and activities reflect farm animals. This nurtures and extends individual skills and encourages feelings of security. Activities such as crafts are devised to capture their interest: the childminder organised an outing to a farm and followed through with an activity to make sheep out of cotton wool balls. Other opportunities build upon developing skills, enabling children to construct and build, and to explore using different media, such as sand, water and dough. As a result of the good interactions and tailored support offered, all children are making very good progress in their social and emotional development. Children's independence is fully promoted during many routines, and they learn about varied cultures through imaginative activities. Children's activities are planned using an activity planner and take account of different festivals; they enjoy Easter egg hunts and making St George's Day biscuits. They have eaten Chinese and Polish food as well as sushi, experimenting by eating with chopsticks.

The childminder uses praise and acknowledges children's achievements, which promotes their self-esteem and ensures they feel good about what they do. This positive reinforcement encourages them to build upon their skills and to learn right from wrong. Children are encouraged to tidy after themselves and the childminder enables them to care for themselves by brushing their teeth and washing their hands. Children receive plenty of clear instruction and learn about safety by practising what to do in the event of an emergency. The childminder discusses road safety if they are old enough to understand. The children are safeguarded by the good arrangements made by the childminder, who understands her duty to the children as well as current safeguarding procedures. The childminder shares topical information with parents through a regular newsletter that updates their knowledge of what children experience in her care. Children benefit from the clear and well thought through procedures which parents access so that they are well informed about her arrangements.

The childminder frequently discusses children's experiences and all information is shared with parents to promote consistency. Children's preferences and needs are accommodated well, which enables them to feel secure and happy. Children really enjoy their healthy and nutritious snacks, such as bananas and toast, and have plenty of drinks to keep them well hydrated. A variety of written consents from parents are held, covering issues such as travel, the administration of medication and provision for possible emergencies. Close liaison with parents protects children from infectious diseases wherever possible, as the childminder has sought out information in order to identify illnesses and support good care practice.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met