

Inspection report for early years provision

Unique reference number	136899
Inspection date	28/05/2009
Inspector	Susan Linda Capon

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.

Description of the childminding

The childminder was registered in 1991. She lives with her husband and two adult children, in a house situated in the London Borough of Bromley. The whole of the premises is available for childminding and there is a fully enclosed garden for outside play.

The family has no pets.

The childminder offers childcare from Monday to Thursday each week. She is registered to care for a maximum of four children under eight years old at any one time. The childminder is currently minding three children on a part-time basis. Of these, two children are in the early years age group. One child over eight years also attends on a part-time basis.

The childminder walks to the local schools to take and collect children. She makes regular use of the local amenities, including parks and parent and toddler group. The childminder speaks fluent Italian.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder implements the Early Years Foundation Stage programme well, enabling all children in her care to develop and progress at their own rate and to their full potential. She provides an extremely warm, welcoming, child-orientated home, where children develop good relationships with one another and all family members, enabling them to feel safe and secure. All children have ample space to move around safely as all potential hazards indoors and outdoors have been minimised, preventing any unnecessary accidents. The childminder promotes inclusive practice as children attending come from a range of backgrounds and cultures. However, activities for developing children's awareness of diversity are currently limited. She demonstrates a clear ability to continually self-evaluate her provision, identifying areas for improvement and training opportunities to develop her personal childcare skills. Excellent relationships are developed with all parents, ensuring they are fully involved in their child's day to day care and ongoing progress and development.

What steps need to be taken to improve provision further?

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

- provide more opportunities for children to develop their awareness of other races and cultures.
- develop systems for identifying children's starting point when they first attend the setting, enabling children to progress and develop through the

early learning goals at their own rate.

The leadership and management of the early years provision

All parents see the well organised portfolio of information about the childminder's provision, including the policies and procedures which underpin the day to day management of her setting. The childminder implements good safeguarding procedures, ensuring the safety of every child in her care. She never leaves children alone with an un-vetted person.

The childminder has self-evaluated her provision well, identifying her strengths and areas she feels could be improved. Parent questionnaires and regular discussions with the children attending ensures everyone is involved in this process. She has attended several training courses since her last inspection and continues to identify additional training opportunities she would like to attend in the near future. For example, she has started to study for her National Vocational Qualification to level 3 in childcare and intends to update her safeguarding awareness. The childminder has acted on all the previous recommendations, improving her record keeping, information about the children and agreements and consents with parents.

The childminder has developed excellent relationships with all the children's parents. She maintains detailed daily contact books for children under three, ensuring parents are kept fully informed about their individual day. Regular discussions, sharing the childminder's observations and assessment records for each child, enables parents to be fully involved in their progress and development. Parents are able to maintain regular contact with the childminder via her e-mail address, telephone calls and text messages.

The quality and standards of the early years provision

All the children are very settled in the childminder's home. The home is very clean, bright, light and well decorated, making it a pleasant place for children to spend their day. Children freely access the well organised range of toys, activities and equipment, enabling them to develop their self-help and independence skills. For example, a very young child fetched the crayons and paper for drawing unaided. Clear boxes enables children to see what is stored and return items to the correct place at the end of the day. The childminder provides an interesting, balanced programme of activities, keeping children stimulated and occupied throughout the day.

Children explore their environment in safety and are learning to keep themselves safe and secure. For example, toddlers know they must not climb the stairs without the childminder as the gates have now been removed in agreement with their parents' wishes. Older children know they must not open the main door and all keys are inaccessible to the children. Good emergency evacuation procedures and equipment are in place. Regular fire drills ensure all children are aware of their individual role and all fire safety equipment is maintained in working order. For example, a fire blanket is secured in the kitchen and all smoke alarms are checked

regularly.

Children are developing their awareness of the importance of healthy eating and regular exercise. They enjoy healthy nutritious home made meals, incorporating fresh fruit and vegetables each day. Young babies and toddlers enjoy food provided by their parents in accordance with the childminder's healthy eating policy. The childminder provides water and sugar free juice, helping keep children's teeth and gums healthy. All food is suitably stored, prepared, cooked and served to prevent cross contamination and the spread of infection. Outdoors, the children enjoy playing on the slide and crawling through the tunnel in the garden. They practise their climbing, jumping and running skills in the local park, using the large play apparatus under the supervision of the childminder. Everyone in the setting uses good hygiene routines, promoting good health.

Children enjoy a balanced programme of adult led and free choice activities on a daily basis. Individual care routines for younger children and babies are incorporated into the day as required, promoting continuity of care. For example, sleep and eating routines. Detailed information is gathered about each child, ensuring the childminder can provide appropriate individual care for each child attending. For example, specific dietary needs are fully considered when preparing food and drink.

The childminder knows all the children well. She helps them make suitable progress through the early learning goals as she supports their learning and development. Regular observations identifying individual development, enables her to plan appropriate activities for every child attending. However, she does not currently have systems in place for identifying each child's starting point when they first attend the provision. Younger children particularly enjoy one to one care when older children are attending school, enabling them to develop a close relationship with one another. Individual activity plans ensure children's ongoing progress and development at their personal rate. Children's mathematical development is encouraged as they count the stairs to and from the first floor and the number of dinosaurs they have collected. Children enjoy looking at books on their own and with the childminder. For example, a noisy book called Baa is a firm favourite with toddlers. Singing songs and rhymes develops their communication skills. New words are regularly added to younger children's vocabulary as the childminder talks to the children about their activities. For example, she discusses the colour car they have chosen or shape they are placing into the sorter. Children enjoy regular opportunities to explore paint, dough, glue and other materials both at the childminder's home and the local parent and toddler group they attend. Children enjoy building their own models from the construction materials, developing their concentration skills. Mark making and drawing, creating their own masterpiece develops their creativity skills. Exploration of the garden enables children to develop their awareness of different flowers and insects. For example, they enjoyed looking closely at the ladybirds, bees and ants. Older children particularly enjoy the card game Uno and other board games as they relax after school. Children are developing their awareness of other cultures as the childminder and some of the children speak an additional language to English. Children behave well as the childminder has clear, consistent rules and boundaries. Regular praise and

encouragement enable children to learn to share, take turns and cooperate with one another as they play together.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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

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