

## Inspection report for early years provision

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<b>Unique reference number</b>	136937
<b>Inspection date</b>	24/03/2010
<b>Inspector</b>	Susan Linda Capon

<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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

Mrs Maura McPherson was registered in December 2000. The childminder lives with her husband and their two children aged seven years and 11 years old in a home situated in the London Borough of Bromley. All areas of the ground floor and the first floor family bathroom are available for childminding. There is a secure garden for outdoor play. The family has pet goldfish.

The childminder is registered to care for a maximum of five children under eight years old at any one time. Of these, three may be in the early years age range. She is currently caring for three children in the early years age range on a part time basis. There are currently four children over eight years old attending before and/or after school. The childminder supports children with special educational needs and/or disabilities.

The childminder is a member of the National Childminding Association and Bromley Childminding Association. She also has a National Vocational Qualification to level 3 in childcare. The childminder makes regular use of the local amenities including parent and toddler groups, parks and library.

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

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The childminder demonstrates an enthusiastic, conscientious approach to her childminding, providing every child with high quality care and learning opportunities each day. Children are keen to attend and eagerly explore the extensive range of toys, activities and equipment, enabling them to make excellent progress and development as they play. The childminder incorporates the personal needs of each child into her provision, promoting inclusive practice. She has continued to develop her childcare skills through attending a range of training opportunities, incorporating this into her daily routine. The childminder has completed the previous recommendation raised, demonstrating a clear ability to continue to improve the provision she provides. She effectively self-evaluates her provision, incorporating the views of all parents and children using her service. The childminder continues to maintain excellent relationships with all parents, enabling them to be fully involved in their child's care, learning and development.

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

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

- set up the new information and communication technology, enabling

- children to practise their skills using a laptop, printer and digital camera.
- add Ofsted contact details to the complaints policy and procedure, ensuring parents are fully aware of who to contact if required.

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

The childminder enjoys her time with the children as she uses her expertise to help them develop and progress through a well organised programme of activities. She implements her extensive policies and procedures throughout the provision, ensuring the children's ongoing safety at all times. The childminder has arranged for other local childminders to care for the children in the event of any emergency, ensuring they are always in the care of suitable persons.

The childminder monitors her provision well through a thorough self-evaluation process. She has clear plans for continual improvement including attending more training opportunities to develop her childcare knowledge and skills. The new information and communication technology equipment requires setting up to enable children to develop their skills using the laptop, printer and digital camera.

Extensive risk assessments for all areas of the home, garden and different outings ensure the ongoing safety of the children attending. For example, a fireguard is fitted in the playroom and a stair gate prevents children accessing this area unsupervised. The tablecloth is tied to the table, preventing it being pulled off accidentally. All cleaning materials are now securely stored and children are encouraged to hold hands when walking close to busy roads. The childminder ensures her smoke alarms and carbon monoxide detector are in working order and regularly practises the emergency evacuation plans with all the children. She has developed close relationships with all professionals involved in a child's care, promoting continuity of care, learning and development.

The children's welfare and safety are paramount to the childminder. She ensures the children are fully supervised at all times and her resources toys and equipment are clean, suitable and safe for their use. The extensive resources are well organised in large containers, labelled with words and pictures, enabling each child to help tidy the toys away into the correct box. Topic based activity plans ensures resources are well rotated, maintaining a stimulating and interesting environment for every child attending. The children freely access a wide range of toys, equipment and resources reflecting all areas of diversity. They are developing their awareness of people with disabilities as they discuss the pictures of children in a wheelchair or a blind person with a guide dog. Children enjoy learning about Diwali and the Chinese New Year and are developing an excellent awareness of their local community as they shop and use the local parks.

The childminder has worked hard to continue to develop close relationships with all parents. Parents find the childminder flexible and reliable. They enjoy the high quality service she provides and the structured routine, promoting child focused care. Children are very happy to attend and particularly enjoy socialising with the other children. Parents are kept fully informed about their child's day through

contact books, notice board, telephone calls, e-mails and verbal discussions. They see all the policies and procedures in the well organised portfolio of information about the provision. The complaints policy and procedure does not currently include Ofsted contact details. The parents enjoy looking at their child's personal profile documents, incorporating photographs, keeping them fully involved in their child's learning, development and progress.

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

Children enjoy spending their day in a very warm, welcoming, light, bright, well organised home. All areas of the home are used effectively. Children particularly enjoy the dedicated playroom, freely accessing the extensive resources. All children have developed close relationships with the childminder, her family members and other minded children, making them feel safe and secure and part of the family. They enjoy ample space to move around as they practice their dancing skills in safety. Children understand the importance of keeping themselves safe and help to tidy away the toys to prevent accidents. Outdoors they stay close to the childminder in the local parks and feel able to discuss their feelings with her, sharing a cuddle when they need reassurance.

The children are developing a good understanding of the importance of maintaining a healthy lifestyle. Home made meals, incorporating fresh fruit and vegetables and minimal processed foods, encourages children to eat well and grow big and strong. Personal dietary needs are always considered, ensuring individual needs are fully met. Older children help to lay the table and everyone sits together at mealtimes, sharing their news and discussing their day. The childminder and children use good hygiene routines throughout the day, preventing the spread of infection.

All the children enjoy ample opportunities to enjoy fresh air and outdoor play activities. They walk to and from school and enjoy visiting the local parks to use the large play apparatus. In the garden children practise their pedalling skills as they ride a bike or enjoy a game of football.

The childminder effectively incorporates all areas of the Early Years Foundation Stage curriculum into her daily practice, enabling every child to make good progress and development as they play. She knows the individual children well, observing them as they play, using this information to plan for their continual progression and development. Her topic based planning incorporates a good balance of adult led and free choice activities, covering all areas of the curriculum equally. The childminder skilfully supports the children's development as she discusses the activities. For example, she encourages the children to name the colours and shapes in a puzzle.

The children are extremely confident in the setting. They enjoy exploring all the available toys and equipment as they develop their skills. For example, toddlers keenly press different buttons as they explore cause and effect. Children use their problem solving skills as they make up the train track and enjoy building towers

with the cotton reels. They discuss the creatures they can see in the Noah's Ark puzzle, recognising the difference between a dolphin and whale. All the children enjoy ample opportunities to explore heuristic materials, sand, water, dough, gloop and cellophane. They enjoy singing along to music and making up their own dances. The children are developing their counting and subtracting skills through rhymes. For example, five little ducks. Children enjoy paying for a loaf of bread they have bought at the local shops as they learn about money. Older children enjoy completing word searches, board games and drawing and colouring activities. Younger children enjoy regular opportunities to socialise with other children through visits to parents and toddler groups and other local childminders. They enjoy selecting a book to read on their own or with the childminder at the local library. The pictorial house rules ensures everyone understands how to behave. Minimal behaviour management is required as the childminder quickly resolves any sharing issues between younger children. She regularly praises all the children developing their confidence and self esteem.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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