

Inspection report for early years provision

Unique reference number	EY406919
Inspection date	02/11/2010
Inspector	Linda Nicholls

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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

The childminder was registered in 2010. The childminder is registered to care for a maximum of six children at any one time, three of whom may be in the early years age group. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There is currently one child on roll in the early years age range. Registration includes overnight care for two children under eight years. She lives with her husband and one child aged 11 in Bexley, Kent. The kitchen, dining area and conservatory are used for childminding . There is a fully enclosed garden for outside play.

The childminder walks/drives to local schools to take and collect children. The childminder attends a local Children's Centre childminding support group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A developing knowledge of each child's unique needs means that the childminder is meeting their welfare and learning requirements successfully. Children are safe, secure and enjoy learning about their local area and the world around them. Children progress well, given their age, ability and starting points. Regular reflection ensures development priorities are clearly identified and acted upon, resulting in provision that is continuously improving.

What steps need to be taken to improve provision further?

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

- monitor individual progress records so that every child has an enjoyable and challenging learning and development experience and parents are clearly informed of their child's progress.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of the procedures for safeguarding children and is clear about her role and responsibilities. Visitors are monitored, and children are directly supervised directly at all times. The childminder ensures all appropriate checks are completed for adults living in her home. She has developed policies and procedures to ensure that children's health, safety and well-being needs are met. Routine risk assessments, together with established safety procedures, ensure that the premises are safe and hygienic. A fire evacuation procedure is considered and a record is kept so that children learn what to do in an emergency The childminder makes use of a variety of resources from within the

home and outside including children's centres and play parks. The indoor space is well organised, with toys immediately accessible to the youngest child so they can extend their play. Routine outings and walks to and from school are risk assessed and ensure children's daily access to fresh air and physical exercise. There are plenty of books, small world and role play items, construction toys, keyboards, number pads and interactive toys, all available for children to build their knowledge and understanding of the world.

The childminder shows an able commitment to social and educational inclusion, working effectively with parents to gain information about children's starting points. Children clearly benefit and thrive from procedures to help them settle quickly. Observations and assessment procedures are applied, although as yet this has not resulted in progress being monitored. Parents are not clearly informed of their child's progress linked to the early learning goals. The childminder understands her role to work with outside agencies, and when appropriate, to provide support for children with special educational needs and/or disabilities. The childminder recognises different cultures and celebrations with resources and activities that reflect the families she works with, as well as those of the wider community.

The childminder has well directed aspirations for quality through ongoing improvement. She reflects upon her practice and considers ideas for the further development of her service. All required policies and procedures are available for parents to view at any time. Required documents are displayed and personal and medical records are maintained confidentially. Since registration, she has asked parents to suggest activities and resources that may interest their child. She has identified priorities for the improvement of her provision, such as developing her application of the early years foundation stage guidance and learning requirements.

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

Children are happily settled and engaged in their play. They demonstrate a close relationship with the childminder who provides highly effective emotional and practical support. Children receive lots of praise and encouragement so they develop self-control and social skills. They are able to explore a variety of cultures and customs as the childminder introduces plenty of resources including music, food and activities for annual events such as Diwali, Remembrance Day and Christmas. She ensures they learn about their local community with visits to the local library or meetings with other childminders. Children are confident to share how they feel with the childminder, smiling quietly and showing their contentment because they feel safe. The childminder provides a constant positive role model, so children learn to contribute and to respect themselves and each other when they attend social groups and events.

Children develop active communication skills as the childminder spends her time supporting them as they practice and expand their language. She describes what

they are doing, discusses events and asks questions to challenge them. They learn to listen with care as she invites them to share their thoughts or show her what they want to do next, such as playing with the water at the sink. Children learn about number and position, and sing to themselves spontaneously as they listen to rhymes and songs. They make marks with crayons on the floor mat, or choose to play with the soft toys.

Children make significant gains in their learning because the childminder provides a highly stimulating and welcoming environment. The developing organisation of the educational programme reflects varied experiences that meet the unique needs of each child. The childminder has initiated observations and assessments and rough planning notes are made, but these are not used to monitor individual progress. The childminder is responsive to the interests of individual children, so they are absorbed and engaged in what they do. Children are encouraged to be creative using a range of materials and media. They develop their sensory skills, using tea bags and paint splatters to make a firework picture which they take home, and subsequently learn that their work is valued. The childminder ensures they have plenty of time to explore their own play because she is happy to allow them to take an active lead in their own learning. Children learn to make connections, such as how the string on the crane moves and how the knitted jumper fits the teddy they hold.

Children learn how to stay safe and learn about safety issues, such as road safety as they walk to and from school. They learn about healthy lifestyles including good hygiene procedures, and are aware to keep their hands and faces clean. Fresh drinking water is available should they need it and the childminder works closely with parents to supply healthy and nutritious light meals. Toddlers enjoy being cuddled and confidently lift up their arms to be held when they need a hug. The childminder is aware of children's individual sleeping routines so they rest when they need. They extend their developing physical skills, learning to explore the childminders home, at children's centres or in local play parks.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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