

Inspection report for early years provision

Unique reference number	252803
Inspection date	24/03/2009
Inspector	Rebecca Hurst
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 has been registered since 1992. She lives in the London borough of Bromley. There are local shops, school, playgroup and other amenities within walking distance. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder does not have any pets. The childminder is a member of the National Childminding Association and attends local childminding drop-in groups, parent and toddler groups and craft and music activities with children.

The childminder may care for no more than six children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder currently has eight children on roll of which four children are in the early years age group.

Overall effectiveness of the early years provision

The excellent knowledge of each child's individual needs ensures that the childminder promotes all aspects of the children's welfare and learning extremely successfully. Regular self-evaluation by the childminder ensures that any priorities for future development are promptly identified and acted upon, which results in a service that is very responsive to the needs of the parents. The partnership with parents is a key strength and this helps to contribute significantly that the needs of all of the children are being met. Children are making excellent progress, given their age, ability and their starting points. The children are very safe and secure at all times in the care of the childminder and they enjoy learning about their local area and the world around them.

What steps need to be taken to improve provision further?

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

- continue to enhance knowledge and understanding of children with learning difficulties and/or disabilities

The leadership and management of the early years provision

The childminder works extremely well with parents and others. The childminder ensures that the parents are fully aware of her provision and has comprehensive policies and procedures in place to help safeguard children. All policies and procedures are regularly updated and reflect changes to legislation. The childminder completes daily contact books with the information regarding the daily

activities the children have participated in and how their nappies and food intake have been. This ensures the parents are fully aware of how their child has been for the day. The childminder also sends home photos she has taken of the children participating in activities. This allows parents to be a part of the children's day.

The childminder works extremely well with other agencies such as the local nursery and the speech and language centre. This ensures that she is working towards the same goals as the other agencies to meet the development needs of the children in her care. The nursery has shared their individual education plan with the childminder which ensures they are working together. This is extremely effective as the child has shown significant progress with their development since they started with the childminder.

The childminder self-evaluates her provision effectively, which ensures she is fully aware of what areas need improving and is working on these. The childminder asks the parents to complete questionnaires regarding the service that she provides. The childminder is then able to work on what the parents have said to improve her provision further. This also enhances the partnership with parents and others. The childminder also asks the older children to complete questionnaires regarding the service she provides to them. This ensures she is getting a broad range of opinions which she can work towards to continually improve her service to the children and to the parents.

The childminder ensures she is fully aware of the children and their backgrounds. The childminder has learnt Makaton in order to help a child in her care with speech delay. The childminder has posters around the setting that show different signs and all of the children in her care use Makaton as a way of communication which helps the child with speech delay to communicate. Through her self-evaluation the childminder has identified this area to have a weakness. As a result, the childminder is being proactive and booking herself on further training in this area.

The childminder teaches the children about different festivals and religions at a level the children are able to understand. The childminder has an excellent range of resources and activities which enhances the children's learning of diversity and equal opportunities.

The quality and standards of the early years provision

The children are extremely happy and settled at the childminder's home. This is due to the warmth and care the childminder provides to all children in her care. The childminder is proactive in ensuring the children are progressing with their development, by making detailed written assessments on all of the children in her care. These assessments are linked to the six areas of learning and included the next steps to progress the children with their development. The childminder ensures that each child has their own individual plan in place for the adult led activities that she carries out with them. This ensures that all activities meet the developmental needs of the children that she is caring for in order to progress them with their learning and development. These assessments allow the childminder to maximise the children's potential in learning.

The childminder plans her time well. She has long term plans in place which show what themes the children will be learning over the year. The childminder then has weekly plans in place which are fed by the interests of the children and from the long term planning. Planning is flexible and the childminder waits for the children to arrive before she and the children decide on what activities to participate in.

Children's acquisition of independence skills is nurtured as all activities are boxed and have labels with words and pictures, for children to learn early word recognition. Children pick and choose which activities they would like to play with. The children's independence skills are further enhanced during snack time where the childminder shows the children a board with pictures and words of fruit that they can choose to have. The children also have a time line with the daily routine on it, this shows the children what is happening next in the routine.

All children have their coloured towel in the bathroom, which are coded so the children and the childminder are aware of who's towel belongs to who. This ensures children are free from cross infection and contamination. Children are taught about the importance of personal hygiene throughout their day with the childminder. The childminder sings with the children whilst they are washing their hands. This song teaches the children the importance of hand washing and the reasons why they need to do it.

The childminder teaches the children the difference between right and wrong and the importance of sharing. This is all done at an age-appropriate level so all children are able to understand. Consequently, children are well behaved. All children have house rules which they have helped to write. The older children have written rules and the younger children have these in pictorial form. This allows all children to be included into the setting and to be able to understand the house rules. The childminder carries out comprehensive risk assessments and daily safety checks. This ensures all children are kept safe from harm.

The childminder also has an excellent understanding of the importance of safeguarding children and child protection. This further enhances the safety and welfare of all children in her care. All children practise fire drills and the childminder carries these out at different times in the month, so all children have the opportunities to learn what they need to do in an event of an emergency.

The children enjoy learning about the world around them through meaningful trips into the local area. For example, the childminder takes the children to the local fire station. The children learn how the firemen work. This ensures that learning is not confined to the home but they learn in all environments. This makes it fun and exciting for the children and they look forward to these trips.

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

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.