

Inspection report for early years provision

Unique reference number	402577
Inspection date	23/07/2011
Inspector	Rebecca Khabbazi
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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

The childminder was registered in 2001. She lives with her two children aged 13 and 18 years old in a three bedroom house in a residential area of Orpington, Kent. The downstairs of the house is the main area used for childminding. The rear garden is not used but the front garden is available for outdoor play. The family have four cats and two chinchillas as pets.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for no more than four children under eight years; of these, no more than three may be in the early years age group at any one time. There are currently two children on roll, who are both in the early years age range.

The childminder is a member of the National Childminding Association and Bromley Childminding Association. She has a relevant level 4 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder offers a high quality service and promotes all aspects of children's welfare and development very successfully. Children flourish in the extremely welcoming, inclusive and well organised environment. They make very good progress in their learning, given their age, ability and starting points. Excellent relationships with parents and effective partnerships overall, ensure that children's individual needs are consistently met to a very high standard. The childminder is fully committed to continuous development and improvement and constantly reflects on and reviews the service she provides.

What steps need to be taken to improve provision further?

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

- strengthening links with other providers where children attend more than one setting

The effectiveness of leadership and management of the early years provision

The childminder gives very high priority to safeguarding children's welfare. She has a thorough understanding of safeguarding issues, keeps up to date through relevant training and is very clear about the steps she should take if she has concerns about a child's safety or welfare. She conducts comprehensive risk

assessments of the home, outdoor area and outings. She ensures that any necessary precautions are in place so that children can move around and play safely and securely. All of the records, policies and procedures required for the safe and efficient day to day running of the setting are in place and are comprehensive and very well organised.

Excellent use is made of toys and resources at the setting to create an interesting and stimulating learning environment for children. Children can easily access a very wide range of toys and play materials that support their learning, are very good quality and are well-matched to their age, interests, ability and needs. There is a good range of books, toys and puzzles that reflect the diversity of people within the community, including dolls and puzzles. The childminder encourages all the children to see difference and diversity in a positive way and she provides an inclusive service where all families are made to feel welcomed.

Relationships with parents are highly positive and contribute significantly to children's progress at the setting. Parents are kept very well informed about all aspects of their child's care and development and are involved in the assessment and progress reviews. For instance, they regularly discuss their child's learning and the childminder offers suggestions for things they can continue at home. The childminder ensures she gathers detailed information from parents before children start so she has a comprehensive understanding of each child's family background and needs. She takes into account children's individual needs in all aspects of their care to ensure that equality and diversity are successfully promoted.

The childminder is committed to building partnerships with other settings and professionals who work with the children she cares for, although this area is not fully developed yet. She has a highly professional approach to her work and is very committed to providing an excellent childcare service. She makes extremely good use of feedback from parents, from her membership of childminding groups and local training opportunities to monitor and evaluate her provision. Her self-evaluation is rigorous and actions taken are well targeted and lead to sustained improvements to the provision, for instance by enhancing her childcare knowledge and skills through training and improving systems for activity planning based on children's individual needs.

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

Children make excellent relationships with the childminder and show a very strong sense of security and belonging at the setting. They demonstrate high levels of confidence and independence as they select their own resources from the labelled boxes. They use the visual timetable to describe what will happen in the afternoon, or take responsibility for helping tidy the play dough away so they can play with something new. They show an excellent understanding of the routines and expectations of the childminder, and know how to keep themselves safe, for instance by taking off their socks so they won't slip on the wooden floor.

Children show a good understanding of the importance of good hygiene routines and know that they need to wash their hands before they eat 'because of germs'. They benefit from healthy meals and snacks provided by the childminder and are excited to choose some fruit at snack time, thoroughly enjoying a banana and some grapes. Children play outside every day as part of a healthy lifestyle. They enjoy a walk in the woods in the rain with their boots and raincoats on, helping plant and grow vegetables in the garden, or practising their physical skills on the large climbing apparatus in the park. Children take part in an excellent variety of interesting and stimulating activities and experiences that help them make consistently good progress across all areas of learning. The childminder knows children very well and makes excellent use of her observations of their achievements to create individual plans for their future learning.

The childminder is skilled at extended all activities into a learning experience. For example, children find out about the world around them when they go on a local walk and then help make a giant map of where they went, including photographs of landmarks and things that they saw. They develop skills for the future when they take their own photographs and help load them onto the laptop. They solve simple problems when they work out that if there are two adults and two children in the room, there are four people altogether, and when they stand side by side to see who is the tallest.

Children are keen to communicate and they confidently express their ideas and join in conversations. They enjoy choosing books at the library and listening to stories read to them. They use their imaginations when they make up a game with small world figures, draw and paint at the table or make models with playdough. Activities are very well matched to children's interests and needs, which means children are motivated, active learners and are keen to take part. They are extremely well occupied throughout the day and thoroughly enjoy their time at the setting.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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