

Inspection report for early years provision

Unique reference number	EY101248
Inspection date	11/03/2010
Inspector	Christine Lynne Hodge
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

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

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Description of the childminding

The childminder has been registered since 2002. She lives with her husband and two children aged nine and four years, in a four-bedroom detached house in Orpington. The whole of downstairs, two bedrooms and the bathroom on the first floor are used for childminding. There is a fully enclosed garden available for outside play. Family pets include a dog, rabbit, guinea pig and a hamster. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register, to care for a maximum of five children under eight years. There are currently three part-time children in the early years age group on roll. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder's immense knowledge of the individual children in her care, together with her very good understanding of the Early Years Foundation Stage (EYFS), ensures that children make excellent progress across all areas of their learning and development. Children's safety and health is given high priority and is clearly underpinned by comprehensive policies and procedural documents which are shared with parents. The childminder uses self-evaluation very effectively to ensure continuous improvement and demonstrates a clear commitment to attending further training to support this aim.

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 develop areas for improvement identified on the self-evaluation form

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a caring and professional approach to childminding. Children's safety is given utmost priority. The childminder regularly updates her knowledge and understanding of child protection issues and has comprehensive safeguarding policies and procedures in place for protecting children, which are shared with parents. Thorough risk assessments are completed on the home, outside area and equipment to identify any possible hazards. Safety precautions in place, include a fire extinguisher, fire blanket, two smoke alarms and a carbon monoxide detector which are checked on a weekly basis. A fire ladder located in the upstairs bathroom can be used for emergency evacuation if needed. The childminder regularly practices fire drills with children and on outings teaches them

about road safety and stranger danger. The computer which children have access to is monitored and has been installed with Net Nanny to avoid children being able to access unsuitable websites/chat sites. All required documentation is in place, well maintained and carefully stored to maintain confidentiality.

Partnerships with parents are extremely well established. An extensive portfolio provides prospective parents with detailed information about all aspects of the childminder's practice. Questionnaires completed by parents when children first start at the setting, provide the childminder with extensive information about each child's individual welfare and learning needs. The childminder works closely with parents to share information about children's daily routines and progress in the Early Years Foundation Stage (EYFS) through contact/daily diaries, observation records, photographs and developmental record albums. She also works closely with teachers of the schools and pre-schools to which any of the children attend, to ensure continuity in children's learning.

The setting offers children a spacious, stimulating, inclusive environment, rich in posters, pictures and children's art work. The homely, comfortable playroom provides them with independent access to an extensive range of books and play resources covering all six areas of learning and which include many positive image resources to help children learn about difference. As a result children make choices and are encouraged to be active and independent learners. The childminder demonstrates a high level of commitment to provide good quality care and continually improve outcomes for children. She makes very good use of self-evaluation, uses information from parent questionnaires and attends regular training courses in order to identify and maintain continuous improvement. The childminder is planning to amend her system for observation and assessment and has highlighted a number of training courses she intends to complete.

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

Children are extremely relaxed and settled in the childminder's care and eagerly take part in the wide range of adult-led and child-initiated activities provided. They relate well to the childminder, who is warm and responsive and demonstrates a very good understanding of their individual needs and preferences. The childminder knows the children well and supports them fully to make excellent progress across all areas of their learning and development, even though she only cares for them on a part time basis. She observes children through play and spending time with them during activities. The information gained about their interests, skills and abilities is used to plan activities, which engage them and help them make progress.

Children feel safe and secure because the childminder builds their confidence through familiar routines, continually encouraging their independence and is consistently available to join in activities and extend their learning. She promotes their language development by continually talking and asking questions to encourage their listening and thinking skills. Children confidently choose activities and organise their play, encouraging adults participation. For example, during the

inspection the childminder and inspector are encouraged to take part in a game of hide and seek, taking turns to hide and find a number of small objects. The game involves lots of counting as the objects are gradually found and great fun is had by all. Children have access to a wide selection of books and enjoy listening to stories read to them by the childminder. They are beginning to learn that phonic-letters make up words which they begin to recognise. Children have free access to an extensive range of art and craft materials to encourage their creativity. They enjoy dressing up and role play, singing familiar songs and musical instruments. The childminder uses activities and routines effectively to encourage children to count and to recognise numbers, shapes, colours and letters. Children take part in problem solving, matching and sorting activities. They enjoy learning about the natural world through planting activities, helping to care for the family rabbit, guinea pig and dog and on outings to the woods, park and farms. The childminder helps children to understand and respect difference by providing positive image pictures, posters, books and play resources and celebrating various festivals.

Children are encouraged to adopt healthy lifestyles. The childminder encourages them to take part in regular physical activity and exercise, playing outside in the well equipped garden and on walks to and from school. She talks to children about good hygiene practice and helps them to become aware of the importance of hand washing after playing outside, touching pets, after going to the toilet and before handling food and eating. Individual hand towels, hung on individual hooks, are provided in the downstairs toilet, along with anti-bacterial soap and a poster to remind children about hand washing. Children are encouraged to make healthy choices about what they eat and drink and to try new foods. Water and sugar free juice is available for them to help themselves to and fresh fruit, vegetables and healthy snacks are provided daily. The childminder promotes good behaviour by giving children lots of praise and encouragement and by providing them with many opportunities to develop their independent skills. As a result children are happy, confident and well behaved.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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