

Inspection report for early years provision

Unique reference number	EY283497
Inspection date	20/11/2008
Inspector	Linda Margaret Nicholls
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 was registered in 2002. Registration is for five children under eight years, of these three may be in the early years age group, and of these one may be under one year. Overnight care for one child under eight years is registered. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are three children on roll, all of whom are full time. The childminder lives with her family in Erith, Kent.

Minded children have use of the ground floor of the house and a first floor bedroom. There is a secure, enclosed garden for outside play. The home has good transport links and is within walking distance of several parks, pre-schools and toddler groups.

Overall effectiveness of the early years provision

The childminder offers a welcoming, inclusive service where children are respected as individuals. They play happily in a warm, caring atmosphere. The childminder has secure and established working relationships with parents, which ensures continuity of care. A formal self-evaluation system and effective supporting strategies are in place to monitor her practice. Her methods to support the continuous improvement of her provision have a positive impact on the quality of children's learning and welfare.

What steps need to be taken to improve provision further?

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

- make systematic observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child

The leadership and management of the early years provision

The provider's reflective and pro-active attitude to improve benefits all children who attend her provision. She has a good awareness of the areas she wishes to develop. These are identified through discussion and completion of her self-evaluation process. The childminder continually updates and refreshes her professional knowledge. Documentation is organised methodically and the childminder has compiled clear and effective written policies that underpin her practice. The provider welcomes all children and ensures that all are included to the best of their ability and needs.

Information about the Early Years Framework is available for parents. Children's progress, however, is not yet recorded nor is planning linked to the early learning goals. Required documents including complaints procedures and risk assessments

are available. Children's personal records are held securely. Parents are informed of her procedures and information is exchanged daily. Children's individual care and welfare requirements are closely monitored.

Children are consistently cared for in a secure environment. The childminder has a good understanding of safeguarding procedures and contact numbers are accessible should she have concerns. Parents are aware of her professional role to safeguard children.

The quality and standards of the early years provision

Children happily engage in imaginative play with male and female ethnically diverse baby dolls, buggies and carriers. They enjoy a range of challenging experiences such as climbing on and off the rocker or threading plastic cotton reels. Children have independent access to a wide range of equipment that supports their play across all six areas of early years learning. The childminder has an established understanding of the value of play. Children learn to explore and enjoy books. They independently select board books and look closely at the illustrations. The childminder helps extend their vocabulary with repetition of sounds and words. The childminder encourages children to pretend to speak to members of their family on the toy mobile phones. Children casually flip the lid of the mobile before they press buttons demonstrating a good understanding of communication technology. The names of numbers are reinforced as they count the cotton spools. Children develop their understanding of living things by caring for the family cat, or with outings to local parks and play in the garden.

Children experience a suitable balance of adult led activities and those which they may choose for themselves. The childminder informally plans a daily activity such as using play dough and shape cutters. She supports and reinforces cultural and physical diversity, providing a range of positive images in books, puzzles, foods and festival activity sheets. Effective working with parents and developing links with a child's nursery helps cement supportive relationships to meet individual learning needs.

The childminder interacts very well with the children, taking a calm and positive approach. She praises politeness and reinforces the need to share resources or sit at the table to eat. Parents are delighted at photographs taken of their child's birthday celebration at a lunch time social group. Children go to the childminder for hugs and cuddles when they require them. She ensures children meet others from the local community at social events or regular group meetings at which they develop the language and social skills to support their future economic well-being.

Children are safeguarded effectively. The childminder is vigilant in her care, directly supervising them at all times. They benefit from the childminder's efficient safety check of her home. Children remain safe as potential hazards are identified and action is taken to minimise risks. At the same time the childminder encourages children to understand how to keep themselves and others safe in the home or when walking along the road.

Children learn how to maintain a healthy lifestyle because the childminder liaises closely with parents in order to meet cultural or individual dietary requirements. She is flexible with the meals she provides and willingly presents meals provided by some families at their request. She maintains children's good health and promotes plenty of physical activity both in the home and garden or walking in the locality. Children learn effective personal hygiene routines and their personal independence is promoted as they gain physical competence.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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
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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.