

Inspection report for early years provision

Unique reference number	EY288808
Inspection date	09/03/2009
Inspector	Beverly Hallett
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 2001. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in the Chislehurst area of the London Borough of Bromley. The whole of the premises are used for childminding and there is a fully enclosed garden for supervised outside play. The home is accessible and close to public transport, shops, schools and parks. The family has a pet rabbit which lives outdoors.

The childminder is registered to care for a maximum of four children at any one time, of whom only two may be in the early years age range. She is currently minding a total of eleven children in the early years age range, all on a part-time basis. She also offers care to children over five years to 11 years. The childminder attends the local toddler and childminding groups and play centres.

The childminder is a member of the National Childminding Association and is currently working towards a Foundation Degree in Early Years.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children are progressing extremely well in their learning as a very skilled and knowledgeable childminder ensure every aspect of practice is geared to meeting each child's unique needs and interests. Very strong self-evaluation reflects on practice and enables the childminder to identify her strengths and weakness, plan continued improvements and so continuously develop the quality of the provision. A highly effective partnership with parents and other settings that children attend helps to promote excellent consistency of care, learning and development.

What steps need to be taken to improve provision further?

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

- updating knowledge on safeguarding children

The leadership and management of the early years provision

Children's development is superbly promoted by a caring and dedicated childminder who uses outstanding interaction skills to ensure the children attending her setting receive the highest quality learning experiences. She organises the home to offer an extremely child centred and enabling environment in which children of all ages thrive. The children present interact extremely well together and are happy and engrossed in their play, therefore, learning potential is maximised and the individual needs of each child are exceptionally well met. A

very good range of records and documentation are maintained, which contribute towards the highly professional service offered. The childminder's knowledge of safeguarding issues is good and much thought is put into encouraging children to be aware of their own safety. However, this is an area where updating her knowledge on current terminology would enhance the childminder's ability to liaise with other professionals effectively to safeguard children.

The quality and standards of the early years provision

Children learn and develop to an exceptional standard because the childminder knows individual children extremely well and ensures she builds on their unique interests and abilities. The childminder spends her time playing and interacting with the children and the superb verbal and non-verbal support given encourages their development in all areas. Children learn about the natural world as they play in the garden, feed the rabbit and dig and plant flowers. The childminder encourages them to recall past events and this supports their understanding of the concept of time and extends their language for thinking. A pretend kitchen and some pots and pans encourages children to role play outside and to explore natural materials such as soil, leaves and twigs, using them to represent food in their open air restaurant. Inside, children are well settled and extremely confident in the childminder's home. They move around freely, making choices about where and with what to play. For example, the dining room is set out into areas where children can choose from dressing up clothes, home area equipment, art and craft activities or small world toys which support their imaginative play. All toys are stored at the children's level, enabling them to play independently, and, as a result, children are active learners who are developing a positive attitude to learning which will support them in gaining new skills throughout their life. After playing outside, the children cuddle with the childminder and share a story, and, as they interrupt and question, the childminder acknowledges their statements and queries, responding gently before continuing with the story. This means that children are sharing control over the activity with the adult, becoming inquisitive learners and learning that their contributions are valuable. As a result, children develop confidence and a positive self image. Children's good health is extremely well supported. As well as experiencing the benefits of fresh air every day in the garden, they can choose from an excellent range of healthy food and drinks at every meal.

The childminder undertakes formal observational assessment of children's development, and this, combined with her knowledge of children as unique individuals, enables her to plan very effectively for children's progress. Combining her own knowledge with contributions from parents, she plans meaningful experiences for all of the children and, as a result, they are making excellent progress. Children also contribute to the learning plans, for example, older children write down what they would like to learn about and younger children tell the childminder and/or draw pictures. As a result, topics such as dinosaurs and monsters have a place alongside adult identified subjects such as St David's Day and digging in the garden. Completed learning plans are emailed to parents for their information and to make any comments or suggestions. This means parents are kept very well informed about their children's learning and develops extremely

strong partnerships between the childminder and the parents.

Children are extremely well behaved because they are involved in meaningful experiences that help to keep them occupied at all times. Written house rules remind children of desirable behaviour and children contribute their own ideas about the type of behaviour needed. For example, one child asks that 'we keep our hands and feet to ourselves' and another says 'no pens up nose'. This excellent strategy for including children helps them to develop a sense of right and wrong according to their level of development. Children learn good social skills because the childminder offers lots of praise and encouragement for good behaviour. This has a very positive impact on children's social and emotional development and contributes to them developing a respect for themselves and each other. They have excellent opportunities to learn about their own and other cultures and religions as the childminder provides a wide range of books, toys, resources and photographs showing today's diverse society. An excellent range of very comprehensive policies and procedures support all aspects of the provision and, as these are also shared with parents, promote a strong and effective working partnership with them.

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?	2
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?	2

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?	2
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.