

Inspection report for early years provision

Unique reference number	EY290129
Inspection date	21/01/2009
Inspector	Michelle Smith
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 lives with her husband and two children, eight and six years old, in Sydenham. The home is within walking distance of local transport. The whole of the childminder's house is used for childminding apart from the bedrooms. The childminder is registered to care for four children under eight years, three children in the Early Years age group and of these three, one child under the age of one. There are currently eight children on roll. She attends the local parent/toddler group and local childminding groups. The childminder is a member of the National Childminding Association (NCMA). There is a fully enclosed garden available for outside play.

Overall effectiveness of the early years provision

The childminder's sound knowledge of the children she cares for allows her to meet their individual needs exceptionally well. Children enjoy an environment that is safe and secure. Children play and learn very well in a calm and relaxing atmosphere. The childminder provides play materials for boys and girls and promotes inclusive practice very well. The childminder provides children with plenty of opportunities to investigate their local community. For example, children visit local parks and other places of interest. She works in partnership with parents to support children's learning, this encourages children in their development as they make progress in all aspects of learning.

What steps need to be taken to improve provision further?

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

- implement systems for working in partnership with the schools children attend in regards to children's overall learning

The leadership and management of the early years provision

The childminder provides children with an environment that is organised and well maintained. Children are welcomed and made to feel comfortable and able to make their request known. For example, during the inspection the children indicated that they were ready to go upstairs to the playroom. The childminder provides children with a routine that meets their individual needs and allows them to make decisions and choices. This means children are becoming independent learners. There are systems in place for recording children's daily routine and achievements, through a daily report system. The childminder has established constructive relationships with parents and provides them with verbal and written feedback. However, there are no communication links between the childminder and relevant services. The childminder obtains information from parents about children's specific requirements before they start, for example, cultural background

for both parents and dietary requirements. This ensures children's individual needs are met and inclusive practice is promoted. Children can access all play materials, including materials that reflect differences positively. This is integrated very well within the play resources. There are well written policies and procedures in place, including a complaints procedure. The childminder has a positive approach towards improving her service. For example, she has extended her play materials and made considerable changes to her policies and procedures in line with the Early Years Foundation Stage. The childminder has completed a self evaluation form. It is clear regarding the improvements made since the last inspection. She is clear about where improvements need to be made. The childminder is clear on the procedures to take in safeguarding children and her role. She has updated her knowledge of safeguarding children and implemented a procedure for allegations made against household members.

Children are supervised inside and outside of the home. The childminder has an excellent understanding of safety inside and outside of the home. For example, she conducts risk assessments of all outings and areas used by children. There are visible emergency evacuation plans located in different parts of the home, for example, in the kitchen and top floor of the house. Fire drills are completed regularly and when new children start in the setting. This means children are safe and protected. All safety equipment is in place and in working order, for example, smoke alarms and safety gates. The childminder has updated her knowledge of first aid. She keeps up to date with childcare changes, for instance, Early Years Foundation Stage training, and she recently completed her NVQ Level 3 in childcare.

The quality and standards of the early years provision

Children settle very well and enjoy their time at the childminder's home. For example, the childminder mentioned that children never want to go home when their parents arrive to collect them. This indicates that children spend their time purposefully and enjoy the company of others. The childminder provides children with an excellent range of different play experiences that are interesting and challenging. For example, children take walks to the local woods, where they investigate nature. They use magnifying glasses and bug boxes to look under tree logs and observe crawling insects. Children take part in creative activities, for example, art and craft using different textured materials. The childminder gets involved in the children's play and asks questions in regards to colours and numbers. For example, she mentioned roses are red and pink. Children are developing an understanding of primary and secondary colours. The childminder skilfully includes numbers, colours and the alphabet in everyday activities. The childminder asks the children questions about their experiences. For example, she asked a child if they had been on a train before and the child cheerfully shared their experience. Therefore, she gathers practical information and is able to build upon what children already know. Children enjoy different play opportunities that are age appropriate and stimulating. The childminder is very good at keeping children entertained during the day and provides them with adult and children led play opportunities. The childminder understands her role as the key person and offers children different challenges and knows when children are ready to develop

new skills; this was reflected in children's developmental profiles.

The childminder plans outings for the children that are appealing and enjoyable. For example, trips to the Hornium Museum, where they investigate culture and nature. The childminder provides children with a wide variety of different opportunities to be active and develop understanding of the benefit of physical activities. For example, they visit the local soft play area, where young children can jump, climb and slide in a secure and safe environment. Children enjoy swings and a large trampoline in the garden. They take regular walks to the local park after school with the older children, where they use balls and access large climbing equipment. There are opportunities in the daily routine to develop children's health through physical exercise and regular fresh air. The outdoor experiences provide opportunities for children to explore their surroundings and use their senses in a secure outdoor environment. Children are developing an understanding of the local community through different outdoor activities. Children visit the local playgroups, where they can play with others and take part in different play opportunities. Children are beginning to develop their social skills as they play and interact with others. The childminder provides children with play opportunities that are in line with the Foundation Stage both inside and outside of the home. For example, children can dress up in different costumes and take on different roles. During the inspection a child took on the role of a builder. Therefore, children are encouraged to use their imagination. Children access play materials that reflect positive images of differences and interact with children from diverse cultural backgrounds. Children are well behaved and enjoy being with others. The childminder observes and listens to the children during their play. She interacts positively with the children and focuses on their learning and achievements.

The childminder provides parents with daily feedback of their child's activities. She works in partnership with parents and gathers information from parents in regards to children's starting points and uses this as a way forward to help children progress. The childminder has implemented curriculum planning and links children's individual developmental needs within the planning. She completes observations on children and uses this information to plan activities. Information gathered from other services is also used to help children in their targets and development. Children access a range of different play equipment that is in good condition and accessible. Children are encouraged to make choices in their play and can move freely to different play equipment. The childminder has a flexible approach towards children's learning and provides adult and child led play experiences. Children are becoming confident in their development, through praise and encouragement.

There are systems in place for recording accidents and medication administered to children. There is a sick children policy in place and their health is protected through the clear procedures in place for caring for children that are unwell. For example, children with infectious illness are not permitted. There are clear procedures in place for dealing with head injuries; details are provided for all parents.

The childminder promotes healthy eating very well, for example, fresh fruits and

vegetables daily. Meals are nutritious and meet children's individual needs. Children have regular access to fluids. The childminder uses different opportunities to promote healthy eating with children. For example, during an activity a child asked the childminder if she wanted something to eat and drink; she made a healthy choice of strawberries and water. This positively reinforces healthy habits through play.

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.	2

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?	2
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?	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
---	-----

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

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.