

Inspection report for early years provision

Unique reference number	EY296369
Inspection date	17/11/2008
Inspector	Susan Linda Capon
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 2004. She lives in a detached house situated in the London Borough of Bromley with her husband and two children aged three and five years old. All areas of the home are suitable for childminding and there is a secure garden available for outdoor play. There are three small steps leading to the front door.

The family has a dog and a tank of marine fish.

The childminder is registered to care for a maximum of four children under eight years old. She is currently caring for one child in the early years age range on a part-time basis.

The childminder is a member of the National Childminding Association. She holds a Diploma in Home-based Childcare relevant to an NVQ3. The childminder makes regular use of the local amenities, including parent and toddler groups and local parks.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The childminder provides a calm, warm, welcoming, child-orientated environment, enabling all children to develop good relationships with all household members and feel part of the family. Excellent ongoing risk assessments for the day to day premises and outings undertaken, ensure the childminder minimises all potential risks, safeguarding the children at all times. Every child's individual needs are fully incorporated to the childminder's planned activities keeping them busy, occupied and suitably challenged at all times. The childminder promotes inclusive practice throughout her setting, developing children's awareness of other race, cultures and disabilities. Her professional approach to her job ensures she develops an excellent working relationship with all parents which in turn enables her to provide continuity of care for the children attending.

What steps need to be taken to improve provision further?

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

- continuing to develop childcare practices through additional training opportunities.

The leadership and management of the early years provision

The childminder provides an extensive set of well-written policies and procedures, identifying how she organises the day to day running of her setting. She implements excellent safeguarding procedures at all times, ensuring the ongoing safety of every child in her care. Children are never left unsupervised with unvetted persons.

The childminder evaluates her practice extensively particularly identifying her strengths and weaknesses well. She has continued to update her childcare practice since her last inspection through undertaking additional training and completing an NVQ3 childcare course. The childminder has used this training well to highlight and make improvements to her setting on an ongoing basis. She has attended the Early Years Foundation Stage training, enabling her to fully implement this in her setting for each child. Her vision for the future is to continue to maintain the high quality of care she offers and develop her child care practice through relevant training opportunities.

The childminder has excellent relationships with the children's parents. She provides a flexible service as she collects and delivers children from their home, making it easier for parents to continue their day to day working routine, while knowing their child is safe and secure. Full written details of each child's day enables parents to feel fully involved in their child's care. These records are supported by daily discussion and regular photographs of the children at different activities, enabling parents to see the child's progress and development.

The quality and standards of the early years provision

Children feel safe and secure with the childminder. They enjoy playing together on the floor and cuddles when they are unsure of visitors in the setting. Children spend their time in a very clean, well-organised home which is in good decorative order throughout. They freely access an extensive range of well-organised toys relevant to their individual needs both indoors and outdoors. Regular changes to the resources available enables the childminder to offer an interesting, stimulating and challenging environment for the children, keeping them occupied and busy throughout the day. Children are encouraged to develop their self-help skills as they select their own resources and decide when they need a drink from their readily available beaker.

Children explore their environment safely as all potential hazards indoors and outdoors have been minimised by the childminder. For example, a stair gate prevents young children accessing the stairs and all cleaning fluids are locked away. Ongoing observations enable the childminder to recognise and minimise new hazards, preventing children having accidents. For example, ensuring suitable space is readily available when young children use the riding toys. Children are unable to leave the premises unnoticed as all door keys are inaccessible to them.

Children are developing an awareness of keeping themselves healthy through the

foods they eat and regular exercise, enjoying the fresh air. The childminder promotes good hygiene routines, ensuring children learn these for themselves. Notices in the bathroom act as a reminder to the children to wash their hands. Children know they must wash their hands after stroking the family dog or feeding the animals at Godstone Farm. Regular fruit and vegetables promote healthy eating and fresh drinking water is always readily available. Children enjoy using the large slide at the local park and pedalling a bike in the garden.

Children enjoy a well-planned range of activities on a daily basis. Individual daily routines for resting, eating and sleeping are fully incorporated, promoting continuity of care for each child. The childminder knows each child very well as she regularly charts their learning and development through well-written observations, identifying next steps for progression. For example, she is encouraging younger children's language development through regular chats and discussions as they play together with the toys and equipment. Attending other children's groups enables children to develop their social skills as they learn to share the equipment as they play.

Children are making very good progress through the early learning goals. They particularly enjoy putting their picture onto the 'who is in the house' poster when they arrive each day. The childminder sits on the floor with the children, fully supporting them as they play and learn. She talks to them, encouraging them to think for themselves as they use the equipment. For example, encouraging the children to match the correct hole for the shape they have chosen. Children enjoy moving the cars round the room, using the remote control and playing with the cars and the garage. They mimic home life as they push their baby round the room in the pram and give their baby a cuddle. Children enjoy completing the shapes puzzle, learning about the shapes and colours as they play. They are developing their language skills as they babble to themselves as they play with the dolls house, moving the furniture and people about. Children enjoy making a fire engine noise as they play. The children enjoy looking at their photographs of themselves as babies, smiling and clapping with glee as they recognise themselves. They particularly enjoy singing nursery rhymes using a microphone. For example, 'Twinkle Twinkle Little Star' is a current favourite. Children shriek with glee as the cars reach the bottom of the clickety clack track. The childminder encourages colour recognition of the cars as they play. Children are developing their understanding of positive behaviour as they socialise with other children, playing together and sharing the toys. Minimal behaviour management is required as the childminder provides a consistent approach, praising and encouraging the children as they play harmoniously together.

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?	1
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?	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?	1
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 registration.

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.