

Inspection report for early years provision

Unique reference number	EY305495
Inspection date	21/11/2008
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 2005. She lives with her partner and two children, aged five and seven years old, in a home situated in Orpington in Kent. The whole of the house is available for childminding and there is a secure garden for outdoor play. There are three shallow steps leading to the front door.

The family has a cat and four guinea pigs.

The childminder is registered to care for four children under eight years at any one time. She is currently minding three children on a part-time basis.

The childminder is a member of the National Childminding Association. She makes regular use of the local amenities including parent and toddler groups and 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 implements the Early Years Foundation Stage programme well, enabling all the children in her care to develop and progress to their full potential. She provides a very warm, welcoming, child-orientated home where children build secure relationships with one another and household members of the family. Children explore their surroundings indoors and outdoors in safety as the childminder has minimised all potential hazards through her in-depth written risk assessments. However, she does not currently maintain written risk assessments for outings, although she has considered all possible risks prior to undertaking an outing. All children are fully included as individual routines are incorporated into the childminder's daily routine. The childminder develops close relationships with all parents, ensuring the children receive continuity of care.

What steps need to be taken to improve provision further?

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

- develop written risk assessments for different outings, identifying how the safety of the children will be maintained at all times.
- continue to develop the complaints procedures to ensure Ofsted's contact details are included.

The leadership and management of the early years provision

Parents receive very clear information about the childminder's setting, including her policies and procedures which underpin how she manages her provision on a day to day basis. She implements good safeguarding procedures, ensuring the

safety of all the children in her care. The childminder never leaves a child with an un-vetted person.

The childminder has a good understanding of the strengths and weaknesses of her setting as she critically self-evaluates her provision on a regular basis. She continues to develop her childcare skills through attending additional training opportunities whenever possible. Since her last inspection some of the additional training she has completed includes Creativity and the Outdoor Space, Behaviour Management and Working with Children and Families From Other Cultures. The NVQ3 course she initially attended has been suspended until January 2009. The childminder has improved her provision very well since the last inspection. For example, she incorporates a wide range of additional multi-cultural activities into her programme, enabling children to develop their all round awareness in this area. The childminder has a clear understanding of child development, enabling her to support individual children appropriately as they develop and progress through the early learning goals.

The childminder has developed excellent relationships with the children's parents. She uses contact books to keep them fully informed about the day to day care of their child. Regular three monthly reviews ensures parents are fully involved in their child's progress and development. Additional photographs of the children participating in activities enhances this review. The childminder is willing to consider additional days for children's attendance while maintaining her registration whenever possible. She supports parents in bringing up their child through additional leaflets and information available, relating to various childcare issues. For example, healthy eating.

The quality and standards of the early years provision

Children are very settled in the childminder's home. They enjoy spending their day in a very bright, well-decorated, child-orientated home. Children freely access the extensive range of toys, activities and equipment organised in the dedicated playroom. Clear boxes and labelling, including pictures of the toys stored, enables children to develop an awareness of what is readily available and develops their tidying-up skills. The childminder provides an interesting and stimulating environment, extending children's skills and keeping them fully occupied and busy. Older children are developing their independence skills. For example, as they put on the dressing-up clothes unaided.

Children explore their environment in safety. They are unable to access the stairs as these are gated and all door keys are inaccessible, ensuring children do not leave the premises unnoticed. Regular emergency evacuation practices ensure all children are aware of their individual role and all fire safety equipment is maintained in working order. For example, a secure fire blanket in the kitchen and working smoke alarms on all floors.

All the children are developing an excellent awareness of the importance of keeping themselves healthy through regular exercise and the food they eat each day. Older children know fresh fruit and vegetables are good for them and enjoy

making a fruit salad with the childminder. Additional discussions and activities, promoting healthy eating, reinforce this learning. All the children enjoy regular exercise both indoors and outdoors. They develop their climbing, jumping and running skills in the garden and use the large trampoline under the direct supervision of the childminder. Regular visits to Adventure Kingdom, Crayzee Barn and Buzz Zone soft play centres enables children to enjoy exercise alongside other children of a similar age and stage, copying one another as they develop their skills. Good hygiene routines prevents the spread of infection. For example, children know they must wash their hands after handling the pets or feeding the animals at Christmas Tree Farm.

All the children enjoy a balance of adult-led and free-choice activities on a daily basis. The childminder incorporates individual sleeping and eating routines into her day, promoting continuity of care for young children. The childminder knows every child very well. She initially gathers detailed information about each child's personal development, enabling her to build on this information through her regular observations as the children play. The childminder develops next steps for development activities to meet individual needs. For example, she encourages children to develop their awareness of road signs and street names to develop their reading skills.

Children are making good progress through the early learning goals. The childminder supports children well as they play and learn. Younger children particularly enjoy one-to-one time with the childminder when older children are attending pre-school. This enables them to develop a close relationship with one another. The childminder promotes children's mathematical development through counting activities as they help hang out the washing, wash up the plates and beakers and grow seeds in the garden. They eagerly discuss which tomato is biggest and consider the height of plants as they grow. Colourful posters remind children of the alphabet and word recognition is extended through the labels used in the room. For example, 'radiator' and 'door'. Children enjoy singing well-known rhymes together, practising simple addition and subtraction as they do so. For example, 'Ten Fat Sausages'. All the children enjoy exploring a wide range of materials, including sand, water, paint, play dough and glue. They build with a range of different construction toys, developing their imagination as they design their own models. Dressing up in Indian costume and tasting noodles extends children's awareness of other cultures. Children regularly socialise with other children of a similar age and stage of development as they regularly attend different parent and toddler groups. All the children are encouraged to behave well through very positive strategies used by the childminder. For example, praise and encouragement and the use of stickers. Younger children are learning to be kind to one another and share the toys as they 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?	2
How well does the provision promote inclusive practice?	1
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?	2
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?	1
How well are children helped to enjoy and achieve?	2
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?	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.