

Inspection report for early years provision

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Inspection date	23/04/2010
Inspector	Linda Margaret Nicholls
Type of setting	Childminder

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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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2005. Registration is for the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Registration is for six children under eight years of whom three maybe in the early years age range. There are currently four children on roll of whom two are in the early years age range. Registration does not include overnight care.

The childminder lives with her husband and two children aged eight and 14 years, in Bexleyheath, Kent. There are transport links, shops, parks and local schools within walking distance. All ground floor rooms are available for childminding. There is a fully enclosed garden for outside play.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a secure knowledge of each child as a unique individual, which supports her successfully to meet their learning and development needs. Children are welcomed into a calm and well resourced home. Children's safety and well-being are promoted well because the childminder has a thorough and professional understanding of the welfare requirements and acts upon these. The positive use of her reflective practice and informal self-evaluation ensure the continuous improvement of the service she provides.

What steps need to be taken to improve provision further?

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

- introduce a range of methods to gain information of each child's achievements at home to enable early assessment and planning for children's continued learning and development.

The effectiveness of leadership and management of the early years provision

The childminder ensures that all adults in her home have met vetting procedures and remain suitable. She provides direct supervision of the children in her care and visitor details are checked. Safeguarding children procedures are clear and meet local Safeguarding Children Board guidelines. Her home is well-organised and comfortably furnished allowing an adaptable planned layout providing activities for the six areas of learning. Children make independent choices from resources that are directly accessible. Children's safety and security are highly valued and maintained at all times with a comprehensive range of risk assessments undertaken, including those for regular and occasional outings. Daily visual checks are made before children arrive. An fire evacuation plan is displayed and practised with children so they know what to do in an emergency. A register efficiently

records the arrival and collection of all children in her care.

All required records and permissions are systematically completed and these clearly provide all necessary information. Accident, incident and medication records are clear and effective and shared between the provider and the parents. The childminder is decisive and creative in negotiating with children to develop the behaviour she wants. She provides alternative aprons to ensure children are comfortable during messy play. She encourages discussion with parents to meet children's needs and to support continuity of care. The childminder promotes equality, diversity and inclusion of all children when attending regular events in the community so children are supported to build positive relationships.

The childminder makes good use of her informal self-evaluation process to appraise the service she provides. Her reflective practice identifies the strengths of her provision, such as the questionnaires for parents and their appraisal of her service. She works to overcome any weaknesses of her provision by her continued professional development. Planning for general activities and events is clear and effective. The childminder has established professional relationships with other childminders, pre-schools and schools allowing her to extend and enhance children's learning.

The quality and standards of the early years provision and outcomes for children

Children are well settled and content as they play. They are warmly nurtured by the caring and close relationship they have with the childminder. Children freely make independent choices from resources such as the sand and water trays, small world toys or puzzles. Children's learning and development is well supported by the established knowledge the childminder has of each child in her care. She notes children's likes and dislikes and uses these, together with observation and assessment, to plan for next steps to learning. However, children's home achievements are not recorded so initial assessment is delayed.

Children show an active curiosity as they run their fingers through sand or water, or closely examine a fallen leaf. They repeat and learn words for number, shape or colour because the childminder reinforces these as they play. Children repeatedly climb the steps and gleefully slip down a small slide in the garden. Children chatter enthusiastically with the childminder because the childminder listens closely to what they say and responds calmly with open questions or praise in support of the development of language skills. Children learn to count as they bounce on the trampoline, or propel the cars in the water tray. They know there are two red strips for the St George's Day flag. Children learn to problem solve as they twist the puzzle pieces to fit or paste the glue onto the paper strips. They are creative and expressive as they work together with the childminder and ask to see if the flag will fly outside. They know their work is valued because the childminder praises their attempts as well as their successes. Children move confidently between the house and the garden, they view photographs of themselves and others they know playing in the snow or on large play equipment. They have opportunities to operate electronic interactive equipment such as initial computers,

games and so learn skills for the future.

Children show they feel safe as they extend their physical abilities, learn personal hygiene routines and begin to recognise their successes and achievements. They move confidently, negotiating objects and furniture in the play areas and have safe access to a wide range of labelled resources. Children learn to wash their hands to stop the spread of germs after playing outside or to put their hands over their mouth when they cough. They eagerly make healthy food choices at snack time, choosing from strawberries, bananas and raisins the childminder provides. They have independent access to beakers of fresh water throughout their stay. Children experience the wider world through regular journeys to and from local venues where they learn to share and to negotiate with other children they meet. Children understand the importance of staying close together when out and about because the childminder gives clear and simple explanations of the dangers of traffic and reinforces the behaviour she wants.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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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