

Inspection report for early years provision

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Inspection date	03/11/2009
Inspector	Susan Linda Capon
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 2006. She lives with her partner and two sons aged three and nine years old in a home situated in Sidcup. All of the ground floor is available for childminding and there is a secure garden for outdoor play. The family have a goldfish.

The childminder is registered to provide care for a maximum of five children under eight years old, of whom two may be in the early years age range. She is currently caring for four children who all attend on a part-time basis. Of these, two children are in the early years age range.

The childminder is a member of the National Childminding Association. She makes regular use of the local amenities and picks up children from a local school.

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

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder takes a pride in her work, demonstrating a clear desire to continue to develop her provision, providing good quality care and learning opportunities, enabling children to develop and progress as they play. Children access a good range of toys, activities and equipment, promoting all round development, keeping them interested, stimulated and occupied each day. The childminder promotes inclusive practice as she incorporates the individual needs of all children, recognising they are all different and special. She continues to develop her childcare knowledge and skills through attending relevant training opportunities, effectively incorporating this learning into her daily routines. The childminder regularly reviews her provision, identifying areas for improvements as she continues to develop the quality of service she provides. She demonstrates a clear ability to continue to make improvements as she has suitably completed all previous recommendations raised at the last inspection. The childminder continues to maintain good relationships with all parents, keeping them fully informed about their child's welfare, learning and development on a regular basis.

What steps need to be taken to improve provision further?

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

- continue to develop the evaluation of activities provided to identify children's personal learning priorities, using this information to plan for their next steps of development
- continue to develop procedures for liaising closely with other providers delivering the Early Years Foundation Stage to children attending the setting,

promoting continuity of care, learning and development.

The effectiveness of leadership and management of the early years provision

The childminder enjoys her time with the children as she promotes their ongoing learning and development. She fully implements her extensive, well organised policies and procedures, ensuring the children's safety at all times. The childminder has attended relevant training opportunities enabling her to keep abreast of changes to registration. For example, she has undertaken the Early Years Foundation Stage training incorporating this into her daily practices. The childminder ensures children are never left unsupervised with an unsuitable person.

The childminder regularly reflects on her practices forming an ongoing plan for improvement. For example, she has replaced the children's car booster seats and purchased a seven seater vehicle offering children more comfort when they are out and about on outings. She has plans to add more resources for younger children promoting their all round developmental needs. The childminder is aware she is required to build close relationships with other professionals delivering the Early Years Foundation Stage curriculum, promoting continuity of care, learning and development for each child.

The childminder effectively uses her extensive risk assessments for the home, garden and all outings, ensuring all potential hazards are minimised to prevent unnecessary accidents. Children are developing a clear understanding of how to keep themselves safe at all times. For example, they know they must not touch the hot oven when they are baking cakes and they get out of the car on the pavement. They use the Green Cross Code to cross the road and understand the importance of following instructions carefully during the regularly practised emergency evacuation drills.

The children's welfare and safety is paramount to the childminder. She supervises the children closely during the day and some children enjoy some one-to-one time when other children are attending nursery or school. The childminder provides a good range of well organised resources meeting the individual needs of each child attending. Children can easily reach these, making their own selections throughout the day. She incorporates a good range of resources reflecting positive images for all areas of diversity. Parents are encouraged to share their personal culture with the childminder and other children promoting their self esteem and confidence as everyone learns the importance of respecting one another and their differences. For example, a parent provides food eaten by her culture for everyone to enjoy. The childminder has previous experience of caring for children with special educational needs, recognising the importance of ensuring they are fully included within the provision at their personal level.

The childminder continues to maintain good relationships with the children's parents. Parents receive extensive information about the provision through the well organised portfolio of information, policies and procedures and children's records.

Children settle quickly through the well organised procedures, enabling them to build a good relationship with the childminder and her family members as they feel at home and part of the family.

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

Children spend their day in a light, bright, warm and welcoming home. They enjoy developing their self help skills as they freely access the well organised toys, activities and equipment indoors and outdoors. Children have ample space to move around as they explore their environment in safety.

The children are developing a good awareness of the importance of maintaining a healthy lifestyle. They recognise fresh fruit and vegetables help them grow big and strong and outdoor play keeps them healthy. Children enjoy healthy, nutritious meals and snacks each day. They sit together at the table enjoying the social occasion as they discuss their day. Everyone uses very good hygiene routines in the provision, preventing the spread of infection. For example, the childminder uses disposable gloves for nappy changing and children have their own towels, toothbrushes and bedding. Children understand the importance of washing their hands thoroughly before meals and keeping their teeth and gums healthy when they brush them after meals.

The children enjoy regular opportunities to play outdoors in the garden or on visits to local parks; for example, Danson Park and Swanley Park. They also enjoy opportunities to participate in music and movement activities and ten pin bowling. Children particularly enjoy practising their climbing, jumping and sliding skills using the large play apparatus in the park. They use the large trampoline to develop their bouncing skills under the careful supervision of the childminder. Younger children enjoy jumping onto the red square or using the helter skelter slide.

The childminder incorporates the six areas of learning into her daily activities, promoting opportunities for every child to develop appropriately. She plans a good range of interesting, exciting activities using the child's personal interests. However, the activities are not always evaluated identifying children's learning and development, making it more difficult to promote ongoing progression. She sits with the children as they play, encouraging their development and progress. For example, she discusses whether the dolls clothes and shoes are too big or small for the younger child who is trying to put them on.

The children are confident in the setting and making good all round progress through the early learning goals as they play and learn. They eagerly enter; keen to see the activities available each day. They enjoy opportunities to explore water, paint, dough and glue both in the childminder's home and at local parent and toddler groups. They play imaginatively with a large empty cardboard box or with the babies and buggy. The children enjoy weighing and mixing the ingredients for chocolate brownies reflecting on the changes to the mixture once it has cooked. They are learning about things they can do to help their world and recycling. Planting seeds and watching them grow is a firm favourite with everyone. They

enjoy looking at books about diggers and tractors and playing with the builders work bench, wearing the hard hat to protect their head. Collecting leaves and conkers for their treasure corner and observing the butterflies in the garden extends their awareness of the natural world around them. Younger children enjoy singing along to nursery rhymes with their favourite being 'The Wheels on the Bus'. Children play well together, learning to share and take turns with the toys and equipment. They enjoy regular praise and encouragement from the childminder as she develops their confidence and self esteem.

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	1
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	1
The extent to which children adopt healthy lifestyles	1
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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