

Inspection report for early years provision

Unique reference number	EY342197
Inspection date	15/03/2011
Inspector	Claire Douglas
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.

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Description of the childminding

The childminder has been registered since 2006. She lives with her husband and two children aged 10 and 11 years. They live in a house in Orpington in the London Borough of Bromley. The premises are situated in a residential road within walking distance of local shops, parks and transport links. The whole of the ground floor is used for childminding purposes with toilet and sleeping facilities on the first floor. There is a fully enclosed garden available for outside play. The childminder is registered to care for a maximum of six children under eight years at any one time, of which no more than three may be in the early years age range and of these no more than two may be under one year. Currently there are four children in the early years age range on roll. She also offers care to children aged over five years to 11 years. Children attend for a variety of sessions. The childminder is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. Access to the setting is via one step. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The childminder has formed links with other early years settings such as the local pre-school and primary schools. She is a member of the National and Bromley childminding associations. The childminder receives support from the local authority through an early years development worker.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder excels in promoting all aspects of children's welfare and development, her warm, professional and highly organised approach ensures children are extremely safe and well cared for. The childminder is fully inclusive in her practice and has an excellent knowledge of all the children, treating them as individuals and helping them to feel nurtured. Overall the childminder encourages children to develop to their full potential and as a result they are very happy and achieve well. Excellent systems which encourage two way communications between parents ensure that the childminder is able to provide the care and support they need. Capacity for continuous improvement is strong as the childminder reflects on her practice and identifies any areas for development or training. The childminder regularly evaluates the service she provides and takes steps to ensure that she is responsive to the needs of the children she cares for and their families.

What steps need to be taken to improve provision further?

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

- develop the range of opportunities for children to learn about words and numbers from effective labelling throughout the environment.

The effectiveness of leadership and management of the early years provision

The childminder has an ambition for excellence and a clear vision for the future of her setting. Children's safety is paramount, the childminder is confident about her role and responsibilities with regard to child protection. Her safeguarding policy demonstrates very secure knowledge and understanding and shows a systematic approach which both protects children and reassures parents. All visitors to the home are supervised and all adults living on the premises have had their suitability checked. The childminder keeps all of the required records that promote children's health, safety and well-being exceptionally well. Extensive risk assessments ensure that children are safe in the home and when out and about. The childminder promotes an ethos where children are warmly welcomed and shown how they are valued as a unique individual. The childminder's knowledge and understanding of child development enables her to plan effective challenges, covering the six areas of learning, through stimulating activities, play and exploration. A varied selection of good quality educational play resources, posters, and themed work, enable the childminder to extend children's learning and development fully. The dedicated play room provides children with a warm, comfortable, child orientated environment which is extremely well organised to maximise opportunities for children. The outside area covers all areas of learning, the whole year round. For example, even in wet weather conditions children can put on their coats and boots and make a cup of tea in the play house or run and jump around the lawn or practice new skills such as balancing an egg on a spoon.

The childminder is dedicated to working closely with parents to ensure she has a thorough understanding of each child's backgrounds and needs, so that equality and diversity is successfully promoted. Parents are warmly welcomed into the home and kept fully informed through daily discussions, contact diaries and examples of their children's artistic creations they have achieved during the day. They have access to well written policies and procedures. Parents' comments show they are extremely happy with the service provided, for example, 'The childminder is so astute to my child's needs that I go to work without worrying about him/her and I trust her explicitly. He/she is in such good hands, is always happy to go and never cries when I leave. Most of the time, he/she does not want to leave. My child is well fed throughout the day with nourishing fresh meals. A contact book lets me know what activities my child has done each day along with food eaten, nappy changes and sleep times. I have noticed that the childminder is a calming influence over all the children and the children respect her so much. As a parent I have learnt a lot from the childminder often asking for tips on dealing with certain stages. My child has developed as a confident toddler who walks into the childminder's home in the morning as if it is his/her own home'. Also 'I always feel my child is in a safe, warm and happy environment when she/he is with the childminder she/he loves the childminder very much and even insists on calling her when we are on vacation, because she/he misses her so much. My child loves all

the different activities she/he does including art and cooking. The child minder has taught her/him colours, numbers and has increased her/his vocabulary'. Also 'The child minder provides a clean, safe and loving environment, she is continually coming up with new and interesting activities that our child finds stimulating and engaging, character building and assists in development and preparation for school.'

The childminder builds effective partnerships with other professionals where appropriate, for instance when attending other settings such as schools and pre-schools and links are formed with support services such as doctors and health visitors giving access to advice if required. The childminder is fully committed to improving, she shares and exchanges good practices with other professionals and continues to update her knowledge and understanding of childcare as she regularly attends relevant training and identifies further areas for development. The childminder explores a variety of processes to monitor and evaluate her service; including daily and weekly evaluations on how well aspects of the children's routine have gone. Children and parents play a major part in informing the childminder of what they like and dislike as she continually gives them choices and options to choose from. Previous actions taken to improve the service, have led to improved outcomes for children, for instance, now the childminder has a dedicated play room, children are provided with a secure platform, in which they are free to explore at their own pace, increasing their overall sense of belonging, self esteem and confidence, therefore enabling them to progress well in all areas of their learning.

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

Children are very happy, settled and at home in the childminder's care. They show a strong sense of belonging as they independently select toys and resources from the well organised shelving system and move happily and freely around the dedicated play room at their leisure. They learn to keep themselves safe as they discuss the point on the pavement where they must stop and wait when crossing roads and when they remind one another that they 'don't climb on furniture as it is dangerous'. Clearly drawn out evacuation plans are displayed, fire safety precautions are in place and children learn about evacuation procedures through regular practices and discussion, to ensure they can act quickly in an emergency. Children develop skills for the future when the childminder encourages them to put their shoes on and off themselves, manage the zip on their coats and hang their belongings on their own coat pegs, when coming in from outings. Children adopt good hygiene routines, as they learn the reasons for washing their hands when they come in from outside and before eating and as they are reminded to cover their mouths when they cough. Children clearly benefit from a well planned diet that meets their nutritional needs promoting fruits and vegetables for snacks and with each meal. Children's awareness of healthy eating is promoted through discussions around the dining table, posters and fun cooking activities. Children routinely enjoy fresh air and learn about the benefits of a healthy lifestyle as they take part in exercise whilst in the garden climbing up the slide or maneuvering the

push along bike, or when visiting local parks and toddler groups.

Children take part in an extensive variety of activities and experiences that support their learning and development both at the childminder's home and at the range of local places of interest they attend. For example, walking in the local woods and visiting a garden centre provide wonderful environments for exploration, watching the horses or buying fresh vegetables to make sweet potato cookies for harvest, when they get back. They make excellent relationships with the childminder and respond beautifully to her extremely warm and caring approach. Activities are very well matched to children's interests and abilities as the childminder makes detailed observations of children's achievements, she identifies their next steps, informs parents regularly of these then plans future learning experiences and ensures activities consistently build on children's existing knowledge and skills. Children are extremely keen to communicate and younger children benefit from the childminder's patience and encouragement as they learn new words and start to join in conversations. A love of books and early reading skills are developed through visits to the library which compliment the excellent range they can help themselves to at the childminders. The childminder uses some effective labeling for displays throughout the environment, encouraging the children to learn about words and numbers. Programmable toys and use of a laptop for researching themes and topics, such as areas the children visit on holiday, encourage an understanding of technology as well as reinforcing the children's knowledge and understanding of the world. As a consequence, children are developing rapidly and acquiring the skills necessary for their future learning and development. They find out about the world around them when the childminder points out areas of interest, for example, when they walk along the street and see an airplane or a police car going by. The childminder makes the most of diversity to help children understand the society they live in, as they positively discuss differences, celebrate a range of festivals and use books, maps and play people well, to learn about other countries and ways of life. Children's behaviour is positive, encouraged by praise and excellent role modeling. Children are extremely well occupied and stimulated throughout the day and they thoroughly enjoy their time with the childminder.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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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