

Inspection report for early years provision

Unique reference number	EY346024
Inspection date	03/03/2011
Inspector	Christine Hodge
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 January 2007. She lives with her husband and two children aged nine years and six years in a semi detached house in Welling in the borough of Bexley. The dining room and large garden are the main areas used for childminding purposes. The family have a Staffordshire Bull Terrier dog. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children under eight years, of these, three maybe in the early years age group at any one time. She is currently caring for six children in the early years age group, all of whom are part time. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and welcoming home environment in which children are happy and make good progress across all areas of their learning and development. Strong partnerships with parents and other professionals help to ensure that children's individual needs are effectively met. Comprehensive policies and procedures underpinning all areas of the childminder's good practice are shared with parents. The childminder is consistently working to improve her childcare practice and to promote good outcomes for children.

What steps need to be taken to improve provision further?

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

- consider reorganising the dining room to ensure that children have maximum play space and greater accessibility to resources
- further develop children's understanding that text carries meaning through the labelling of resources
- incorporate information about the Early Years Foundation Stage into the parent pack

The effectiveness of leadership and management of the early years provision

Children's safety is well promoted because the childminder has a good understanding of child protection issues and is clear about her role and responsibility for safeguarding children in line with Local Safeguarding Children Board procedures. Regular risk assessments to the home ensure that hazards are identified and necessary safety precautions are in place. All adults living on the premises have been vetted The childminder holds a current first aid certificate and

has all required documentation in place.

The childminder welcomes all children and families into her home and takes time to get to know individual children and their family backgrounds. This enables her to support their individual needs, helping children to settle and make good progress. The childminder provides parents with a 'Parent Pack' containing detailed information about all aspects of her setting, including written policies and procedures. However information about the Early Years Foundation Stage (EYFS) is not included in the pack, although the EYFS poster is displayed in the hallway, together with the childminder's certificates and Ofsted poster. She works closely with parents to share information about daily routines, activities and children's progress through verbal communication and the use of scrape books, photographs and observations. The childminder works with other early years settings children attend.

Although the childminder has a wide range of good quality play resources, children are restricted from being able to self-select what they want to play with, as the storage boxes are located behind the dining table. Indoor play space is limited as the lounge is no longer used for childminding purposes and the large table in the dining room takes up a lot of space. However, the well equipped garden provides children with lots of outdoor play space with good opportunities for physical play. The childminder is committed to providing children with good quality care and to extend her professional development. Since her previous inspection she has completed her NVQ Level 3 in Childcare and has addressed all of the recommendations. She is currently completing a 'Jolly Phonics' course on line and uses reflective practice and information gained from parent questionnaires as part of her evaluation process.

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

Children feel safe and secure in the setting because the childminder builds their confidence through familiar routines and positive relationships. The childminder's warm and responsive approach to caring for children's individual needs ensure that they settle well and develop close relationships with her and her family. The childminder knows the children well and supports them effectively to make good progress across all areas of their learning and development. She observes children as they play and uses the information gained to plan a wide range of indoor and outdoor activities that cover the six areas of learning. She tracks children's progress against the early learning goals and plans for the next steps in their learning.

Children are relaxed and happy and engage well in activities. The childminder encourages children's independence but is always available to join in activities and extend their learning. For example, children have great fun developing their creativity as they build with the coloured blocks. The childminder uses mathematical language and introduces counting, colours and shapes into the conversation as she talks to them about what they are building. Children are

confident at using their problem solving skills as they complete puzzles and explore with cause and effect toys.

They enjoy various mark making and drawing activities and have access to a wide range of art and craft resources. Younger children are developing their communication skills and are beginning to link letters and sounds as they sing along to phonic songs on the way to toddler groups and learn 'Jolly Phonics' as they get older. However, opportunities are missed to further extend children's understanding that text carries meaning as there is no labelling on resources. Children learn about the wider world and community on outings to parks, woods and various toddler groups. They enjoy physical play in the well equipped garden where they also take part in planting activities and search for mini beasts.

Children's welfare is supported through the maintenance of good standards of hygiene and cleanliness in the childminder's home. Children are encouraged to adopt healthy lifestyles as they learn about the importance of good personal hygiene routines for example, hand washing before meal times and after going to the toilet. They are provided with tasty nutritious meals, fresh fruit snacks and regular drinks throughout the day. Provision is made for children to have access to regular fresh air and exercise, playing in the garden or riding on scooters to school and local parks. Children relate well to the childminder and enjoy lots of praise and encouragement as they learn consistent boundaries and appropriate social skills such as sharing and an taking turns.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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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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