

Inspection report for early years provision

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Inspection date	15/05/2012
Inspector	Lara Hickson
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 2007. She lives with her husband and three school age children in a three bedroom house in Sidcup, Kent. The whole of the childminder's home is used for childminding and there is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children. She attends the local parent/toddler groups and takes children to the local library and parks. The family has two cats.

The childminder is registered to care for a maximum of six children aged under eight years at any one time, three of whom may be in the early years age group. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. There are currently eight children on roll, three of whom are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are progressing extremely well in all areas of their learning and development. This is as a direct result of the childminder's comprehensive knowledge of the Early Years Foundation Stage and her passion for developing children's knowledge through a vibrant, enriching environment. The childminder encourages children to develop lively and enquiring minds by giving them the opportunity to explore and be inquisitive, accessing the easily accessible resources independently. An extensive range of purposeful activities and resources are available to children in the indoor and outdoor environments. The childminder supports and extends their play very well through discussions, open ended questioning and the introduction of vocabulary. Partnerships with parents, the local school and nursery are significant in enabling the childminder to meet the individual needs of all children. The childminder uses self-evaluation very effectively to ensure continuous improvement although currently does not include the views of other agencies.

What steps need to be taken to improve provision further?

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

- extending further reflective practice to identify the setting's priorities for development that will improve the quality of provision for all children, with particular regard to seeking the views of other agencies .

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively within the setting as the childminder demonstrates an excellent understanding of child protection procedures and of her responsibility towards recording and reporting any concerns. The childminder has secure and highly effective measures in place to promote children's ongoing safety in both the indoor and outdoor environments as well as on outings. Risk assessments are thorough and clearly identify hazards and any action taken to minimise these. A daily checklist further promotes children's ongoing safety. Fire evacuation procedures are displayed and these are practised regularly with the children to ensure that they are aware of the procedure to follow in the event of an emergency. The childminder has also discussed an emergency procedure with older children which includes contacting the emergency services and if necessary how to put someone in the recovery position.

The childminder demonstrates an excellent capacity for improvement and is continually reflecting on her practice. She has made several changes to her setting since her last inspection which has improved outcomes for children and the level of service provided to parents. For example, she has extended her parental involvement policy and observation and assessment systems and created an additional play area. The childminder uses self evaluation effectively to identify strengths and areas for further development within her provision. Although she has involved parents in her evaluation process, other agencies are currently not included. The childminder is continuously looking at ways of developing her setting further and demonstrates a positive attitude towards ongoing training and development.

Deployment of resources and of the childminder's time and level of support is excellent and clearly impacts on children's safety and learning experiences. The childminder knows the children extremely well and plans effectively for their individual needs, stages of development and interests. An extensive range of resources and activities are available for children to enjoy and have been organised with consideration to ensure they can be independently and safely selected by the children. For example, the childminder stores resources at low level in her lounge, garden and outside playroom. These are stored attractively in toy boxes, wicker basket, colourful trugs and on low level shelving units.

Partnership with parents is excellent and significantly enhances children's well being. Verbal feedback is exchanged on a daily basis and this is supplemented by the written daily journal which both the childminder and parents contribute to. This ensures that parents are fully involved in their child's learning and enables the childminder to plan additional challenges to further enhance a child's development. Each child has a portfolio in which the childminder includes observations, photographs and examples of art and craft work. Next steps are recorded and are in line with development towards the early learning goals. The childminder gains information from parents regarding children's starting points and uses these in conjunction with her initial observations to form her baseline assessment. This is used to inform her planning and ensures that each child's interests and stage of

development are fully considered. Parents are invited to look at their children's learning journals and photo books and talk to the childminder about any concerns or to share any information. Comments from parents in thank you letters are extremely complimentary and they really value the childminder's role in their child's learning. Partnerships with other settings significantly impact on children's learning and development. The childminder contributes to contact books from other settings and reinforces themes and aspects of learning within her home.

The childminder demonstrates an extremely organised, professional approach towards her role as a childminder. Documentation is maintained to a very high standard and all records required for the safe and efficient management of the setting are available. A comprehensive range of written policies and procedures are in place. These are regularly updated to reflect changes in legislation and clearly underpin the childminder's practices.

Inclusion is promoted effectively within the provision. There is a wide range of resources depicting positive images of diversity and children celebrate a variety of festivals and cultural celebrations throughout the year.

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

The childminder demonstrates a very good understanding of how children learn and develop. She uses the Early Years Foundation Stage framework guidance to plan activities for children that are reflective of their individual age, stage of development and interests. She clearly has an amazing capacity for developing children's learning and development in a family orientated environment. Early communication skills are built from high quality interaction between the childminder and the children. For example, she extends the children's language and vocabulary at a level appropriate to their individual stage. When her cat comes into the lounge area the childminder points at the cat and says the word repeatedly to a younger child. The child babbles back to the childminder and makes a similar sound to the word 'cat'. Later when playing peek-a-boo the childminder delights when a young child appears to say 'boo'. The childminder records children's emerging language skills in their contact book so that parents can repeat new words to extend the child's vocabulary at home. The childminder's settling in procedures are robust and enable children and their parents to settle in quickly. This was apparent during the inspection as children are relaxed and confident with the childminder even though an unfamiliar face is present.

Children are provided with an extensive range of inspiring activities and play experiences such as growing vegetables and flowers in a section of the garden. The childminder has introduced children to the names of flowers and vegetables and has discussed what they need to survive. Children enjoy using binoculars to identify the different birds in the garden area and their interest is further promoted through finding these in reference books. Future skills are exceptionally well promoted by the childminder through routine activities and through play. For example, children regularly access the computer and are able to develop their

growing awareness of information and technology with the support of the childminder.

The childminder demonstrates a extremely enthusiastic approach towards supporting children's learning and development. She introduces children to innovative activities that really extend the different areas of learning in a fun and stimulating way. For example, she has discussed road safety with all of the children and reinforces this by practising it on daily school runs. She has also introduced the traffic club activity book with older children and they complete activities to consolidate their learning. Recently one child took on the role of an adult under supervision and discussed the safest place to cross a particular road. The child identified that crossing near a parked car or a skip was dangerous as they could not be seen clearly.

Children's health is promoted extremely well within the setting and this is underpinned by the thorough health and safety policy implemented. Children learn about personal hygiene and healthy life choices through every day routines. The childminder works in close partnership with parents to ensure individual dietary needs are met. Meals and snacks are very well balanced and nutritious, offering a wide variety of foods reflecting food from around the world. Daily access to the abundantly resourced outdoor area provides children with extensive opportunities to extend their physical skills as well as to enjoy fresh air and exercise.

Children are exceptionally well behaved within the setting due to the childminder's firm and consistent approach towards the management of any inappropriate behaviour. Behavioural strategies used are relevant to the age and level of understanding of each individual child. The childminder is on hand to support and encourage children to behave well and offers praise for turn taking and sharing. An award is given each month regarding good manners and the chosen child is awarded a certificate outlining their achievement. This reinforces the positive message that manners are extremely important in life.

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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