

Inspection report for early years provision

Unique reference number	EY380020
Inspection date	05/05/2009
Inspector	Sarah Morfett
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 2008. She lives with her partner and two children aged six and eight years old in Sidcup, in the London borough of Bexley. The whole of the childminder's house is used for childminding; it is easily accessible and close to local amenities. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding two children, one of whom is in the early years age group. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks or drives to local schools to take and collect children. The childminder attends the local parent/toddler group.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Children enjoy extremely warm relationships with the childminder and her family. The childminder promotes an inclusive environment for the children, drawing on her extensive knowledge to meet their individual needs. They are provided with an excellent range of learning opportunities which help them to explore, investigate and reach their full potential. An outstanding partnership with parents and effective two-way flow of information ensures that they are involved in the children's learning and development and therefore, promotes the uniqueness of each child. The childminder takes time to evaluate the care she provides and is realistic in her approach to identifying and implementing improvements.

What steps need to be taken to improve provision further?

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

- further develop the system used for planning and observation so that children's next steps in learning are clearly identified

The leadership and management of the early years provision

Children play in an exceptionally well organised environment. There is an extensive range of policies and procedures which underpin the childminder's outstanding practice and promote clear aims for the progression of the children's development. The childminder evaluates her service by identifying strengths and areas for improvement. When implementing improvements the childminder ensures these benefit the needs of the children and enhance experiences for them. The childminder has a significant understanding of the learning and development requirements and delivers these with the early years age group successfully. She

sets herself realistic targets for training to ensure she is up-to-date with the most current requirements.

Children are safeguarded exceptionally well within the setting. For example, the childminder holds a current first aid certificate and has a very good understanding of local safeguarding procedures. This is backed up by an extremely well developed child protection policy which communicates her duty of care towards the children at all times. The childminder has devised a high quality risk assessment to ensure potential hazards within her home, the garden and outings are identified and minimised. This helps to maximise children's safety at all times.

The quality and standards of the early years provision

Children are well settled and thrive in the childminder's care. They enjoy a wide range of stimulating activities based on their own interests and stages of development, which allow them to learn as well as relax and have fun after school. For example, they are thoroughly excited as they dig into a vast pile of natural resources to create 3D models. The childminder interacts successfully with the children using effective questioning to extend their learning. For instance asking 'how do you think you can attach that' when the children choose different materials to build with. She is skilful in helping the children think for themselves and solve problems when constructing their structures.

The childminder places high importance on inclusion within her setting and records children's initial abilities when they first start, she uses the observation and assessments process to plan and provide activities which all children can take part in. She evaluates the activities and indicates where these could be extended and improved. However, learning priorities and children's next steps are not always clearly identified. Children play extremely well together, showing care and concern for each other.

Children's health and well-being is promoted extremely well. They are cared for in a clean and tidy home where effective hygiene practices are developed with them. They learn the importance of keeping themselves safe by taking part in an excellent evacuation procedure and talk animatedly about what they know about safety rules. For instance, saying they hold hands when walking home from school. Children benefit from an active lifestyle, for example, regularly visiting the park on the way home from school or playing in the very well equipped garden helps to promote their physical skills. They enjoy a nutritious diet and eating with the family most nights means they learn about food that is good for them. Children behave well as house rules are regularly reinforced and they know what is expected of them. Children are extremely confident, have good self-esteem, and benefit from regular praise and encouragement. This helps them to become active learners.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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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