

Inspection report for early years provision

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Inspection date	07/10/2009
Inspector	Sarer Marcia Tarling
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 lives with her two children aged seven and nine years. The family live in a three bedroomed house in Blackfen in the London Borough of Bexley. The premises is close to local schools, parks and shops. The whole of the property is suitable to be used for minding although children spend the majority of their time in the living room and conservatory/playroom. There is a fully enclosed garden available for outdoor play. The family have a pet cat and hamster.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children at any one time; of these, not more than three may be in the early years age group. There are currently three children on roll, two of whom are in the early years age group. The childminder also has four children over the age of eight on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder works in partnership with parents to ensure she has a secure knowledge of how to meet children's individual care, learning and developmental needs. Each child is valued and respected for who they are and as a result are progressing well in their learning and development. Effective practices ensure children are kept safe and healthy. The childminder is reflective and developing an awareness of her strengths and areas to be improved, effectively supporting the continuous development of her service.

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 systems for observing children's development across all areas of learning and planning for their future progress toward the early learning goals
- improve the risk assessment record so that it includes information on who conducted it, all potential hazards and how they have been minimised or removed, date of review and any action taken following a review or incident
- increase the range of activities and resources which help to promote and value diversity and difference

The effectiveness of leadership and management of the early years provision

In order that children are safeguarded at all times the childminder ensures all adults visiting her home show identification and are never left unsupervised with minded children. A clearly written safeguarding children policy provides information

of the procedures to follow, in line with the Local Safeguarding Children Board guidelines, should the childminder have a concern about the welfare of a child in her care.

The organisation of the home enables very good play space for children who confidently move around the child-friendly environment. The extensive range of play resources are extremely well organised and provide easy and safe access for all children. At times, free-flow play is possible between indoors and the garden, extending children's choices about their play. A good range of risk assessments are carried out on all areas in the childminder's home, garden and for outings which effectively ensure that children's safety and security are maintained at all times. However, the risk assessment records do not contain all of the necessary information. Children are helped to feel safe as emergency evacuation procedures are regularly practised with the children, they learn how to cross the road safely and draw up 'house rules' around their behaviour together with the childminder. The safe arrival and collection of all children is closely monitored.

All required records and documentation are well organised and so effectively provide the childminder with all the necessary information to support each individual child. The childminder shares all relevant records with the parents, including any accident and medication records, and daily information about activities children have taken part in. Parents are informed about the childminder's practices through discussion and from reading the range of informative written policies and procedures. These cover areas such as complaints, equal opportunities, illness, and behaviour management, lost and uncollected children. The childminder is positive about the inclusion of all children and works closely with parents to gather information about children's specific individual needs.

The childminder is developing systems of observing children and recording their achievements. The positive relationship the childminder has built with parents ensures information is exchanged both verbally and through contact books. She is planning for children's next steps in learning and verbally sharing this with parents, enabling them to support their child at home and to contribute to the overall assessment process for their child by sharing their own comments and observations. However, there is no effective system in place to show how the childminder is monitoring and planning for children's progress towards the early learning goals. Therefore, although children are making progress it is not possible to ensure that there is a balance across all aspects of the six areas of learning for all children.

The childminder continues to develop her understanding of the Early Years Foundation Stage (EYFS). Reflective practice enables the childminder to identify strengths and weaknesses and she is beginning to use this to support her professional development.

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

Children are welcomed into the home as part of the family. Older children return from school looking forward to the exciting planned activities and are extremely confident and relaxed in the setting. They develop a very positive sense of belonging and gain from the close relationships they have with the childminder and other minded children. They are learning to share and take turns whilst playing board games and how to work cooperatively as they delight in building a 'snail hotel' in the garden using an old hamster cage.

Younger children readily approach the childminder for a cuddle and reassurance before moving back to their chosen play. They keep their comforter close to hand to help them feel safe and secure while they explore and play with the stacking cups, wooden tools, musical instruments and interactive telephone. They like to dig for bugs in the garden and play at the sand and water tray. The childminder responds well to children's developing language, through reflecting and repeating words, sharing books and singing songs.

Planning is very flexible and responds to current events or children's choices. For example, after collecting and playing with conkers in the autumn children then decorate them using glitter, thread them onto string before hanging them up in the conservatory/playroom. Children have fun dressing up as a chef and measuring out ingredients to make Easter cakes and enjoy helping themselves from the craft recycling box to make junk models. The childminder values difference and provides some activities and resources which reflect diversity and help children gain an awareness of the wider world although this is an area the childminder has identified she wishes to expand.

Lots of praise and encouragement enables the children to quickly learn what acceptable behaviours are. The childminder's positive attitude to involving children in decision making results in children who are very well behaved. Children follow good hygienic routines such as washing their hands before eating and after using the toilet. Individual hand towels and stringent nappy changing routines help prevent cross-infection. Meal and snack times are a sociable occasion where individual dietary requirements are catered for and children learn about the benefits of healthy eating through activities such as using craft materials to make 'Good food for you' plates. Trips to a 'pick your own' farm encourage the children to taste new foods and to learn where food comes from. Children take part in varied physical activities both indoors and outside that help to develop their physical skills and learn about healthy lifestyles. For example, children learn how to take safe risks while climbing trees at Greenwich park, play on climbing equipment and ride the miniature train at Swanley park and learn how to stay safe whilst running around in the garden playing with the 'water blasters', on the go-kart and bikes.

Children's learning and development is ably supported by the childminder's growing knowledge of the EYFS framework. She is very knowledgeable about each child's favourite activities and their general likes and dislikes. Suitably challenging

activities support children's progress and take account of their individual interests. For example, children plant sunflower seeds, measure and plot their growth on a chart and create an informative display about photosynthesis. Children are encouraged to look up new words in a thesaurus and to use the large collection of 'I wonder why?' reference books to extend their knowledge and understanding of the wider world. Overall, there is very good support to enable children to develop skills for the future and to encourage them to be active and inquisitive 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

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	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	1
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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