

Inspection report for early years provision

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Inspection date	14/10/2010
Inspector	ISP Inspection
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 has been registered since May 2010. She lives with her husband in a three bedroom house in Bexleyheath in the London Borough of Bexley. Minded children have access to all areas of the home. Play mainly takes place in the open plan play/ dining room, although the lounge is used for quieter activities. There are toilet and wash facilities on the ground floor and access to a spacious garden. Children also have use of the first floor bedroom for sleeping purposes, and the bathroom. The home is close to schools, shops and local amenities. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register, to care for a maximum of six children under eight years. Of these, no more than three may be in the early years age group at any one time. The childminder is currently caring for six children in the early years age range, all of whom are part time. The childminder is a member of the National Childminding Association and attends local toddler groups.

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 settled. An effective partnership with parents, together with her good knowledge of children's individual needs ensures that children are making good progress in the Early Years Foundation Stage. Children's health and safety is given priority and is underpinned by comprehensive policies and procedures that are shared with parents. The childminder is committed to making continuous improvement and uses self-evaluation, discussion with parents and on-going training to support her aim.

What steps need to be taken to improve provision further?

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

- continue to increase positive image play resources promoting disability, gender and ethnicity
- develop further links with other early years provisions children attend

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding for the requirements to safeguard children in line with Local Safeguarding Children Board procedures. She holds a current first aid certificate, all adults in the home are appropriately vetted and thorough risk assessments of the home, garden and outings are regularly

conducted and recorded. All required documentation is in place and is well maintained.

Children are valued as individuals and treated with equal concern. They learn about the local community and wider world through various outings and attendance at local toddler groups together with access to a limited range of play resources promoting positive images of ethnicity. The childminder has made good use of the space within her home, creating a stimulating and accessible play environment both indoors and in the garden. Good quality, age appropriate toys and play resources are stored at the children's level, encouraging them to make independent choices about their play.

The childminder has made good progress since her registration and is keen to continue her personal development. She has completed a Cache Level 2 NVQ in Children's Care and Learning together with the Introduction to Childminding Practice in Home Based Childcare and has applied to attend further training. She self-evaluates her provision well and discusses with parents what they feel she is doing well and what she needs to improve on. The childminder works closely with parents and shares lots of information about the children's day and progress on and information on a daily activity sheet. She has started to build links with the nursery school teacher which she is planning to build on, to help her provide continuity in children's learning.

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. They are comfortable with the childminder and her husband and look to her for reassurance, often enjoying a cuddle as they explore and investigate their exciting environment. The day is planned around the individual needs of the children. The childminder uses observation and assessment well to plan and implement a wide range of indoor and outdoor activities that help children to develop skills and knowledge across the six areas of learning.

The childminder spends a lot of time playing with children to support their early fundamental skills. She fosters their language development by continually talking to them, pointing to and naming objects, looking at books and reading stories. Children have good opportunities for mark making and to be creative. The childminder uses everyday routines and activities to help them learn to count and to recognise colours, shapes and numbers. For example, whilst drawing with coloured crayons the childminder talks about the different colours and encourages children to count how many crayons they have. Children have great fun building towers of bricks and then knocking them down, helping them to develop their hand and eye coordination. They enjoy problem solving with puzzles and exploring with cause and effect toys. Children learn to socialise with other children at local toddler groups and they learn about the natural world on outings to the beach, farms and park.

Children's welfare is well supported through the maintenance of good standards of hygiene and cleanliness in the childminder's home. She encourages children to adopt healthy lifestyles through regular outings in the fresh air and physical play in the well equipped garden. Indoors children have lots of play space where they can dance and move freely around. Good provision is made for children to rest during the day according to their individual needs. Children are provided with healthy meals and snacks and are taught good personal hygiene routines such as washing their hands after going to the toilet and before meal times. The childminder's good practice is underpinned by well documented policies and procedures.

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