

Inspection report for early years provision

Unique reference number	EY421028
Inspection date	19/07/2011
Inspector	Claire Douglas
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 January 2011. She lives with her husband in Orpington, in the London Borough of Bromley. The setting is close to shops, parks, schools and local transport links. The whole of the property is used for childminding purposes. There is a fully enclosed garden for outside play. The family have two pet cats.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the voluntary and compulsory parts of the Childcare Register.

Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The childminder has formed links with other early years settings such as the local childminder drop in centres and local music and activity groups. The setting receives support from the local authority through an early years development worker.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder excels in promoting all aspects of children's welfare and development, her warm, professional and highly organised approach, ensures children are extremely safe and well cared for. The childminder is fully inclusive in her practice and has an excellent knowledge of the children, treating them as individuals and helping them to feel nurtured. The childminder encourages children to develop to their full potential and as a result they are very happy and overall they achieve well. Excellent systems which encourage two way communications between parents ensure that the childminder is able to provide the care and support they need. Capacity for continuous improvement is strong, she reflects on her practice and identifies areas for development and training, taking steps to ensure that she is responsive to the needs of the children she cares for and their families.

What steps need to be taken to improve provision further?

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

- develop the range of opportunities and resources to further encourage an understanding of the purpose of numbers, displaying numerals in purposeful

contexts and using numbers as labels for counting.

The effectiveness of leadership and management of the early years provision

The childminder has an ambition for excellence and a clear vision for the future of her setting. The childminder's understanding of child development enables her to plan effective challenges to stretch children's development through play and exploration. Children's safety is paramount and the childminder is confident about her role and responsibilities with regard to child protection. Her safeguarding policy demonstrates a comprehensive knowledge and understanding of what steps to take if she has concerns about a child and safeguarding children training is prioritised. She keeps a comprehensive set of the required records that promote children's health, safety and well-being. All visitors to the home are supervised and all adults living on the premises have suitability checks. Extensive risk assessments ensure that children are safe in the home and when out and about. The childminder promotes a friendly ethos where all children are warmly welcomed and valued as unique individuals. A varied selection of good quality educational play resources, along with the childminders dedication to children's progression, enables her to extend their learning very well. The play room, in the conservatory, provides a child orientated environment which is organised to maximise opportunities for children. The outside area, along with the daily visits to the park, cover all areas of learning the whole year round. For example, even in wet weather conditions children can put on their coats and boots and dig and care for plants or explore nature.

The childminder is dedicated to working closely with parents to ensure she has an extensive understanding of each child's backgrounds and needs, so that equality and diversity is successfully promoted. Parents are warmly welcomed into the home and kept fully informed through daily discussions, diaries and photographic and written feedback. They have access to well written policies and procedures as well as having their own versions to refer to at home. Parents' comments show they are extremely happy with the service provided, for example, 'The childminder exceeded our expectations from the start, she is intelligent, positive, reliable and inspires respect in our child. She has a quick mind, plays with our child, exposes him to new playmates and activities regularly, takes him to the park around twice a day, educates him about the world and develops his skills, growing vegetables in the garden, drawing, shopping together, dancing and singing etc. Our child's eyes light up when he sees the childminder and he asks about her on the weekend, we are very grateful to the minder for her love and attention.' and 'I have no hesitation in recommending the childminder to children of any age not only because of her love for children but because I find her to be totally trustworthy and always willing to help others.' The childminder builds effective partnerships with other professionals where appropriate, for instance when attending other settings such as child minder drop in groups and the local pre-schools, strong links are formed with support services such as health visitors giving access to advice if required. The childminder is very committed to improving and continues to update her knowledge and understanding of childcare as she regularly attends relevant training and workshops and identifies areas of further training she wishes to

pursue. The childminder explores a variety of processes to monitor and evaluate her service; including using the Ofsted self-evaluation form and drafting questionnaires for parents. Previous actions taken to improve the service, have lead to improved outcomes for children, for instance, implementing a 'self select' style shelf system for storage of play resources, has encouraged children to make free choices, developing their sense of belonging and self-confidence.

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

Children are very happy, settled and at home in the childminder's care. They learn to keep themselves safe when the childminder encourages them to 'walk carefully up the ladder for the slide' and teaches them 'how to cross the road safely' through regular practice and discussion. Children develop skills for the future when the childminder positively encourages them to put on their own shoes and to take turns and share the resources with the childminder or their peers. Children adopt excellent hygiene routines and they are learning the reasons for these, as they pick out a fresh flannel to wash their hands on when they come in from outside and before eating and as they are reminded to cover their mouths when they cough. Children clearly benefit from a well planned diet that meets their nutritional needs promoting fruits and vegetables with each meal. Children's awareness of healthy eating is promoted through discussions as children help the childminder to prepare fresh ingredients for a meal together. They learn about foods that are good for you when the children help care for the range of fruit and vegetables that they are growing in the garden as well as discussing those they see on a trip to the green grocers. Children routinely enjoy fresh air and learn about the benefits of a healthy lifestyle as they have fun playing on swings, climbing up ladders, running and flying 'like a bird' during daily visits to the local park. Children take part in a wide variety of activities and experiences that support their learning and development both at the childminders home and at the range of play centre's they attend regularly. They make excellent relationships with the childminder and respond beautifully to her extremely warm and caring approach. Activities are very well matched to children's interests and abilities as the childminder makes detailed observations of children's achievements, she identifies their next steps, informs parents regularly of these, then plans future learning experiences and ensures activities consistently build on children's existing knowledge and skills. Children are extremely keen to communicate and younger children and those with English as an additional language benefit from the childminder's patience and encouragement as they learn new words and start to join in conversations. A love of books is developed through regular visits to the library which compliment the excellent range they can help themselves to at the childminders. The childminder has begun to use effective labelling on resources throughout the environment, encouraging the children with early reading and numeracy skills. Use of a laptop for researching themes and topics, encourage an understanding of technology as well as reinforcing the children's learning. As a consequence, children are developing rapidly and acquiring the skills necessary for their future learning and development. They find out about the world around them when the childminder points out areas of interest, for example, when they went for a walk in the park,

they stopped to look at the 'aeroplane' in the sky and said 'hello' to the postman who was delivering his letters along the way. The childminder makes the most of diversity to help children understand the society they live in, as they positively discuss differences, celebrate a range of festivals and use books and maps well, to learn about other countries and ways of life. Children's behaviour is very good, encouraged by praise and positive role modelling. Children are extremely well occupied and stimulated throughout the day and they thoroughly enjoy their time with the childminder.

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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