

Inspection report for early years provision

Unique reference number	EY354423
Inspection date	23/09/2008
Inspector	Linda Margaret Nicholls

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 registered in 2007. The childminder is registered to care for a maximum of five children under eight years on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Registration does not include overnight care. There are currently four children on roll, one of whom attends full-time.

The childminder lives with her husband and son. The family live in a first floor, split level maisonette situated in Belvedere in the London Borough of Bexley. The whole of the property is suitable for childminding. There is a garden for outside play. There are parks, schools and shops within walking distance. There is ample parking and the train station is close by. The childminder can take and collect children from local schools and pre-schools.

Overall effectiveness of the early years provision

The childminder offers good Early Years Foundation Stage provision. She provides a broad, inclusive service where children are treated as individuals and their welfare needs are effectively met. The childminder has close working relationships with parents. She supports children attending other education provision full-time, although links with schools are not developed.

What steps need to be taken to improve provision further?

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

- further develop knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage (Early Years Register, compulsory part of the Childcare Register)
- consider developing links with other educational provision so that children experience continuity and consistency as they progress (Early Years Register)

The leadership and management of the early years provision

The childminder builds on her experience and demonstrates a perceptive ability to initiate change. She has not yet initiated the current self-evaluation process to monitor the strengths and weaknesses of her provision. She clearly and effectively organises documentation and suitable written policies to keep parents informed of her methods and to underpin her practice. All required records and permissions are in place. She establishes good working relationships with parents, which help meet children's individual requirements. However, continuity and consistency of individual progress is uneven because she has not established links with other full-time educational provision. She welcomes all children and ensures that all are included to the best of their ability and needs.

The quality and standards of the early years provision

Children make good progress overall in their learning and development. They enjoy being with the childminder and the experiences she offers them, such as role playing as shop assistants, listening to favourite stories, and singing songs together. The childminder has initiated assessment observations. She plans and provides a range of activities linking to the early learning goals. Children are well supported in extending the next steps to their learning. For example, a child's interests in the colour of fallen leaves leads her to plan further activities covering seasonal changes. Visits to local parks, library visits and special outings help young children explore and learn about the wider world. The childminder has not yet attended training in the Early Years Foundation Stage so she is not yet fully conversant with all the learning and development requirements for children.

Children experience a suitable balance of adult led activities and those which they choose for themselves. They are provided with easy access to a good quality range of toys and materials that promote all areas of learning. They have opportunities to learn about size, shape and number and solve problems when constructing objects. The childminder records initial abilities, interests, likes and dislikes and involves parents in their children's progress through varied methods of communication: these include a daily verbal report when the child is collected, a contact book and observation records. She respects children's differing backgrounds and works effectively with parents, building good relationships with the children to meet their needs appropriately. Children acquire skills to support their future learning and development.

The childminder interacts well with the children. She is caring and a good role model, praising them and giving clear explanations as to her expectations, such as helping them learn to share resources or care for each other. Consequently, children behave well. Children frequently take the lead in activities such as making music together. They choose a trumpet, drum and bells and gleefully march round the room. They learn at their individual levels of development and show they are interested and proud of what they do.

Children are safeguarded effectively. They benefit from a daily recorded risk assessment of the home, the garden and for special outings. Potential hazards are identified so children remain safe. The childminder understands the signs and symptoms of abuse and knows what to do in the event of a concern. Child protection procedures meet current requirements. The childminder teaches children good strategies to keep themselves safe, such as picking up play resources that others may stumble over. Children's awareness of personal safety includes practising the effective evacuation procedure, which means children know what is expected from them in an emergency. Road safety habits are regularly discussed as they walk along the roads and these are reinforced with activity sheets and games.

Children are provided with a wide range of light, home-made meals, such as spaghetti sauce, couscous or fish. She offers healthy snacks, such as raisins or fruit bars, and fresh water is available at all times. The childminder liaises closely with parents to meet children's individual dietary requirements. The childminder

maintains children's good health well and promotes a healthy lifestyle. Children benefit from regular, daily walks to and from school, walks in local woods or play in the local parks. The childminder reinforces good personal hygiene routines and promotes children's personal independence well. Appropriate medical records and necessary precautions are taken to help prevent the spread of infection.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

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

Quality and standards

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.