

Inspection report for early years provision

Unique reference number	136882
Inspection date	24/10/2008
Inspector	Susan Linda Capon
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 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 was registered in 1993. She lives with her two adult children in a house situated in the London Borough of Bromley. The ground floor is available for childminding and there is a secure garden for outdoor play.

The family has three rabbits in hutches in the garden.

The childminder is registered to care for six children under eight years at any one time. She is currently caring for two children who attend on a full-time basis and five children who attend on a part-time basis. The childminder's daughter currently works as an assistant each day.

The childminder holds an NNEB qualification and her daughter has a relevant childcare qualification. They make good use of the local amenities visiting the park, library, shops and parent and toddler groups on a regular basis.

The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The childminder meets the individual needs of every child very well through her implementation of the secure policies and procedures which underpin her day to day practice. The children's safety is paramount, keeping all the children safe and secure at all times. Her inclusive practice ensures all children receive equal opportunities throughout the setting, incorporating suitable activities, toys, equipment and discussions to promote knowledge and understanding of other race, cultures and disabilities. The well organised planning, observations and recording of each child's personal development and progress enables each child to develop to their full potential. She develops good relationships with all parents, providing continuity of care which enables the children to feel confident and secure in her home.

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 use of each child's observations to provide ongoing information for parents. Reflect each child's continual development and progress and plans for the future, enabling all parents to be fully involved in their child's ongoing development and progress.

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain a record of risk assessments undertaken for each outing to ensure children's personal safety and security at all times.

24/11/2008

The leadership and management of the early years provision

The childminder has a well organised portfolio of informative, well-written policies and procedures demonstrating her professional approach to her role as a childminder. She implements excellent safeguarding procedures, ensuring the safety of every child in her care. Children are never left unsupervised with any unvetted person.

The childminder and her assistant evaluate their setting in detail, recognising their individual strengths and weaknesses. They support one another well as they plan suitable activities based on their regular observations of the individual children, fully promoting their all round ongoing development and progress. The childminder has a sound knowledge and understanding of child development, incorporating this into her Early Years Foundation Stage programme. A balanced range of adult-led and child-led activities, relevant to the children's individual needs, enable children to develop their confidence and self-esteem as they try new activities on a regular basis.

The childminder has a good working relationship with each child's parents. She keeps them updated about their child's day to day care through written records and verbal daily discussion. The childminder is continuing to develop her written information, regarding each child's individual development and progress, enabling parents to be more fully involved.

The childminder has improved her practice since the last inspection, ensuring all household members are fully vetted and parents sign any medication administered records.

The quality and standards of the early years provision

New children settle quickly, developing a good relationship with the childminder and her assistant as they feel safe and secure in their surroundings. Continuity of care for all the children helps them feel confident in the setting, promoting their self-esteem. The children have developed good relationships with all family members, making them feel at home and part of the family. They all freely access a well-organised, wide range of interesting toys, activities and equipment on a daily basis relevant to their individual developmental needs. A detailed, well-organised programme of activities, built on topics and themes and written in relation to the individual needs of every child attending, provides challenging and interesting activities for all the children every day.

Children explore their surroundings in safety as the childminder recognises the potential hazards in her home and garden, minimising these to prevent accidents. Children are developing an understanding of how to keep themselves safe as they know they must stay close to the childminder when they are out and about away from the home. Clear risk assessments ensure the safety of the children at home and on outings, although the latter are not maintained in writing as required.

All the children have a clear understanding of healthy eating and know regular exercise keeps them fit. They are developing a good understanding of the needs of other children as they discuss being a vegetarian or not eating meat as part of a child's religion or culture. They enjoy fresh fruit and vegetables each day and regular fresh air as they go on walks to local park or shops. The children are developing good control of their bodies as they climb, jump, slide and swing, using the large play apparatus.

Children's individual needs are fully incorporated into the childminder's day. For example, sleep and rest patterns are considered when planning outings or visiting parent and toddler groups. Every child has a suitable seat for eating at the table or participating in messy activities, ensuring they are fully included at all times. The childminder knows all the children well, observing them as they play and talk to her and one another. She uses her weekly observations to plan and develop a suitable programme of activities for each child, enabling them to progress to the next stage of development. For example, children able to count to ten are encouraged to develop one to one concept.

All the children are making very good development and progress as they play and learn under the childminder and her assistants guidance. Open questions and a knowledge of each child enables the adults to support individual learning at a level to suit individual needs. For example, asking one child to fetch an item of a specific colour and another to match colours as they play.

Inclusion is incorporated fully into the childminder's practice, enabling the children to develop a good understanding of other people and the world about them. Parents are encouraged to share their individual culture with the childminder. Activities relevant to this culture are incorporated into the days activities at the children's personal level. For example, making Diwali lanterns from paper. All children's work is suitably displayed, building their self-esteem as they proudly show their parents. Children with disabilities are encouraged to develop and progress at their personal level as the childminder works closely with parents and other professionals. For example, developing activities to promote children's delayed speech.

Children are developing a good understanding of suitable behaviour, recognising the outcome of their actions. For example, a child was asked not to draw on the carpet and knew the crayons would be removed if they continued. Other children are learning to share and take turns as they are reminded not to snatch the toys. The adults discuss feelings with the children, enabling them to understand one another better.

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.	Good

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

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.