

Inspection report for early years provision

Unique reference number	136667
Inspection date	19/11/2008
Inspector	Denys Rasmussen
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 has been registered since 1993. She is registered to provide care for a maximum of four children under eight at any one time. Currently there are three children on roll aged under three. The childminder lives with her husband in a lower ground floor flat accessed by steps, situated in Anerley. The children have access to the lounge, kitchen, dining room, hallway and bathroom. There is a fully enclosed garden available for outside play. Local shops, schools, a library, toddler groups and a park are all within walking distance. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

The childminder's excellent knowledge of each child's individual needs and the requirements of the Early Years Foundation Stage, ensure that all aspects of children's welfare and learning are promoted successfully. Exceptional self-evaluation techniques ensure that the service provided is of high quality and the childminder is continually looking at ways to improve her provision. The childminder's strong partnership with parents, inclusive practice and knowledge, enable children to develop and progress at their own pace.

What steps need to be taken to improve provision further?

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

- further develop systems to gain more information about children's achievements and starting points from parents before attendance.

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

- carry out a full risk assessment for each specific outing. (Safeguarding and promoting children's welfare)

03/12/2008

The leadership and management of the early years provision

The childminder's self-evaluation systems ensure she has an excellent understanding of her provision and how it impacts on the children in her care. As a result she is very aware of her strengths and weaknesses and is committed to making continual improvements. She uses parental questionnaires, feedback from discussion and a formal self-evaluation format to evaluate her practice on an ongoing basis. The childminder is very experienced and has considerably increased her knowledge base by attending relevant training. For example, training in children's speech and language development; observation and planning; child

protection; and has completed a level two qualification for teaching assistants. She is continually updating her knowledge through training.

The childminder's effective safeguarding policies and procedures ensure that children are well protected. She risk assesses her home and as a result measures are in place so that children can play safely. However, her assessments do not include outings as required by the Early Years Foundation Stage. The childminder is very organised and her comprehensive policies and procedures ensure the safe management of her provision.

Partnership with the parents is a strength and the childminder has superb systems in place to share information and observations about the children in her care with their parents. This ensures they settle well and are offered experiences that help them to progress well. Each child's journal helps to promote a two-way flow of information. This allows the childminder to keep up-to-date with the child's continually changing needs. The childminder shares information with parents by using photographs and video clips to show their progress and activities they have been involved in. Parents commented that the childminder provides delicious home cooked meals; that their children have made enormous progress in terms of language, maturity and ability to express feelings; that the childminder has a strong bond with the children, and as a result the children are confident, like being around others and try new things.

The quality and standards of the early years provision

Children are making excellent progress and are encouraged to be active learners through the interesting play opportunities provided by the childminder. Her observations of the children and discussion with parents are clearly linked to the early learning goals and inform her planning. These are evaluated and as a result activities provide opportunities that take into account the children's interests, stage of development and individual next steps for learning. The childminder is developing systems to gain more information from parents about children's achievements and starting points before the children begin attending. However, the childminder works well with parents to try to identify and overcome any barriers to children's learning, recognising that children develop at different rates, have different learning styles and come from different backgrounds.

Children are confidently using large apparatus such as slides and climbing frames because they are given daily opportunities for outdoor physical play. The childminder offers the children valuable activities to support their growing understanding of the world around them. They collect leaves and conkers for their nature boxes, which they proudly take home to show their parents. The childminder encourages activities such as digging for worms, looking for spider webs and planting seeds to watch them grow. The childminder has affectionate relationships with the children and skilfully guides them, consequently they behave well, are happy and play harmoniously together.

Children's language development is very well supported. Children are taken to groups where they play instruments and sing nursery rhymes. The childminder

asks children open ended questions and involves them in the stories she reads to them. Children sit with the childminder and laugh when she points out funny things in a book, as a result the children are attentive and derive much enjoyment out of this activity; they instigate conversation and are animated when retelling the childminder about their lives at home.

The childminder has a thorough understanding of creating a safe and welcoming environment for children. Children's work is proudly displayed on the wall and they have fun completing their personal scrapbooks. They add the pictures they made using a variety of materials, inspired after watching a health and safety video about fireworks. The childminder uses learning opportunities and resources creatively such as books, puppets, role play and first hand experience to reinforce messages about safety.

Children are encouraged to adopt a healthy lifestyle. They are offered nutritious home cooked food and recipes are swapped with parents and the children. Activities are offered that support children in preparing their own food such as spreading their own sandwiches. Fresh air, exercise and fun feature in the children's daily routine.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 since the last inspection.

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.