

Inspection report for early years provision

Unique reference number	136857
Inspection date	27/10/2008
Inspector	Laura Brewer
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 1998. She lives with her husband and their three children aged 17, 12 and eight years. The family live in a residential area in Shortlands, within the London Borough of Bromley. Parks, schools and shops are within easy walking distance.

Minded children have access to all rooms on the ground floor, and facilities for sleep/rest periods are provided upstairs. There is a downstairs toilet/wash hand basin. There is a fully enclosed rear garden available for outside play. The family have two cats and a hamster.

The childminder is registered to care for a maximum of six children at any one time, three of which may be in the Early years Foundation Stage age range. She is currently minding seven children under 12 years, one of whom is in the Early Years age range. Children attend on either a part-time or out of school basis. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

The childminder holds a current first aid certificate in Infant/Child Resuscitation and is also a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder successfully promotes all aspects of children's welfare, learning and development extremely well. Her considerable knowledge and understanding of the children's individual needs ensures that they receive excellent support, are safe and secure, and make clear progress in her care. There is a strong working partnership with parents which contributes greatly to ensuring the needs of all children are continually met. The childminder offers an extremely inclusive service where each child is valued highly as an individual. Excellent systems have been established for self evaluation of the service to ensure continual improvements are made.

What steps need to be taken to improve provision further?

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

- extend on the information gained from parents during the admission stage to include more specific details about children's individual developmental starting points

The leadership and management of the early years provision

The childminder is exceptionally well organised and has comprehensive record keeping systems so that children's individual needs, routines, likes and dislikes are

known and provided for. Children are protected by the childminder's clear understanding of safeguarding issues and her knowledge of what she should do if she had concerns about a child.

Children benefit greatly from the childminder's considerable understanding of how to promote their learning and development, and how to help children feel secure and confident in her care. This is extremely well supported by her regularly attending a variety of training courses to update her skills and knowledge. The childminder demonstrates a strong commitment to wanting to improve her practice. She values parents' opinions and has developed parental questionnaires in order for them to provide their feedback. In addition to this, she uses self evaluation systems well to evaluate her service and to strive for future improvements. For example, she has identified that she would like to increase resources that promote positive images of diversity to ensure children attending use resources that reflect positive role models from their own cultural backgrounds.

Children's sense of security in the childminder's care is well fostered by the many ways she has devised for building strong partnerships with parents. New parents are helped to settle children gradually and to share their preferences for how their child is cared for. All parents have access to the childminder's informative policies and procedures so that they are clear about the service provided. The childminder also obtains all the appropriate written consent from parents for different aspects of children's care to ensure their wishes are always respected. Parents are able to support their children's learning and enjoy finding out about their achievements through daily conversation with the childminder, sharing individual contact books and looking at children's developmental records.

The quality and standards of the early years provision

Children are provided with very good opportunities to help them make progress across all areas of learning. These are successfully matched to children's different interests and stages of development. A wide variety of resources are stored at a low level, thus enabling children to access toys of their choice to support their own play and learning. Younger children are inquisitive and enjoy experimenting as they build with stacking cups and laugh as they knock them down. The childminder is skilled at introducing new ideas and concepts, for example, talking to children about the colour and size of objects and challenging them to explore and experiment. Older children are confident and relaxed in the setting and enjoy undertaking drawing activities with skill and determination. Children's learning is extended through the childminders good questioning techniques. Activity plans with clear learning intentions are used well to ensure each of the early learning goals are planned for to support children's progress.

The environment is bright, welcoming and stimulating. Equipment and toys are attractively presented to children to entice them to want to play and explore their surroundings. Children are confident and secure in their relationships with the childminder who knows them well. Children enjoy sitting close to the childminder as they share books together. The childminder uses her observations of children well to

plan for their next stages of learning. For example, she has identified that a child has a particular interest in books and therefore has ensured that the weekly routine includes opportunities to visit the library for bounce and rhyme sessions and to explore new stories. The childminder successfully offers an inclusive service where children's individual needs are extremely well met. She is a member of the Mencap Network and has a particular interest in assisting children with learning difficulties and/or disabilities. She has attended training to support her work in this area which has included learning Makaton signs to assist with children's communication skills.

Children's interest in the natural world is fostered well through good use of the garden and regular outings to a range of parks. Children's social skills are also well supported as they have regular opportunities to attend a range of groups to mix with their peers. The childminder comprehensively records children's experiences and achievements and she uses these to plan for future developments in the children's learning. During the admission stage the childminder gains information from parents about children's routines and needs, however limited information is gained about their developmental stages in order to demonstrate each child's starting points.

Children thrive in the safe, healthy environment that the childminder provides. They stay safe in the childminder's care as she has carefully assessed potential risks in her home and has taken appropriate action to remove any hazards. She also completes risk assessment for places which are visited regularly and uses these opportunities to re-enforce children's learning about safety issues, for example, during discussions about road safety issues.

The childminder has excellent hygiene measures in place. Children know the importance of good hand washing techniques. This is supported by the childminder displaying pictorial signs next to sinks to remind children to wash their hands. In addition to this, the childminder has installed a paper towel dispenser to ensure children are able to dry their hands without the risk of cross infection. Children experience mealtimes as social occasions and they eat a range of healthy meals in accordance with their individual dietary needs. Children are learning right from wrong whilst feeling confident and affirmed. This is because the childminder has a gentle rapport with children and they respond well to her affection and guidance.

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

Leadership and management

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

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?	Outstanding
How well are children helped to stay safe?	Outstanding
How well are children helped to be healthy?	Outstanding
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 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.