

Inspection report for early years provision

Unique reference number EY368792
Inspection date 23/04/2009
Inspector Sarer Marcia Tarling

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 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 2008. She lives with her partner and two children aged nine and 17 years. They live in a three bedroom house in Northumberland Heath, Erith in the London borough of Bexley. The premises is close to local shops, schools and parks. The whole of the property is used for childminding. There is an enclosed garden available for outdoor play. The family have a rabbit and two dogs, an Irish Jack Russell and a Staffordshire Bull Terrier. The Staffordshire Bull Terrier is not at home during the day.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of four children under eight at any one time. There is currently one child attending, in the early years age group, on a part-time basis. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder's professional and enthusiastic approach ensure children's individual welfare, learning and developmental needs are exceptionally well promoted. The childminder show a commitment to inclusion as she recognises children's uniqueness, values diversity and ensures they feel good about themselves. Her knowledge of the Early Years Foundation Stage (EYFS) enables her to plan and provide an inclusive and stimulating learning environment, where children can flourish and develop to their full potential. The childminder has developed effective systems for tracking children's development and progress and the strong partnership with parents/carers ensures this information is routinely shared. The childminder is committed to continually improving outcomes for children and her ability to use self evaluation to review all areas of her service is excellent, thus enabling her to be responsive to the individual needs of children 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:

- continue to develop systems for gathering and recording information on children's starting points on the planning tool

The leadership and management of the early years provision

Detailed individual planning provides children with an excellent balance of child-centred and adult-led activities in the home, garden and on outings enabling children to develop their knowledge of the wider community. The childminder closely monitors children's progress through skilful interaction, observation and

detailed assessment of their progress.

The welcoming child-centred environment is organised to maximise learning opportunities for children, rich in colourful displays of children's craft work, numbers, colours and books to promote children's learning. Children's individual interests are recognised as they are able to move around freely making independent choices from an exciting range of good quality resources from the toy boxes, which are clearly labelled with words and pictures.

An excellent set of written policies, procedures along with documentation, such as consent from parents, registers, accident and medication records, are accurately recorded and shared with parents, promoting accountability. Children are extremely well safeguarded. The childminder is confident of her role in relation to child protection and has a clear policy and a procedure, in line with Local Safeguarding Children Board's, which she shares with parents. Children are safe in the setting and when out and about because the childminder completes regular and thorough risk assessments. This enables children to explore and play within safe boundaries at all times. Children participate in regular fire practices which reduces the risk of injury in the event of a fire.

The childminder works extremely hard to ensure parents/carers are informed about their children's progress through a variety of different means, which include the sharing of all observations and assessments, photographs of children taking part in activities written details about menus and the planned activity schedule. They have frequent opportunities to share their own knowledge of their child's development through discussion and in the daily contact books.

Self-evaluation is highly effective as it identifies individual children's needs. The childminder evaluates the impact of the environment, the activities and her own training on children's learning and development, simultaneously promoting their health, safety and well-being. Parents/carers are fully involved in the evaluation process both through regular discussions and questionnaires which she then uses to review and improve her practice.

The quality and standards of the early years provision

The childminder's flexible settling in procedures enable children to feel at ease within the setting. Children are extremely happy, settled and secure in the childminders warm and supportive care. The childminder enthusiastically embraces the requirements of the Early Years Foundation Stage. As a result children are provided with excellent support and opportunities to help them make progress in all areas of their individual learning through challenging and purposeful activities and resources in both indoor and outdoor environments. Activities are routinely evaluated to ensure that they have been effective.

Planning is flexible, and based on children's interests and individual needs, which the childminder identifies through on-going discussion with parents and her effective system of observations. However, the system for finding out about children's starting points is less established. Observations include dated

photographs of children taking part in activities as evidence of their achievements which the childminder clearly links to the different areas of learning and identifies children's next steps and plans for their future learning.

Children have great fun, becoming engrossed in their chosen activity, and play purposefully for extended periods. They really enjoy the childminder's participation for example, when setting up and playing with an interactive Thomas the Tank Engine track, when using the Aqua Draw and dancing to music CD's. The childminder continually talks to children and asks open ended questions to encourage their language and thinking skills. As a result children are developing good habits that will help them to become independent and active learners in the future. The childminder uses age appropriate behaviour management techniques and builds children's self esteem. She praises children for small achievements and as a result young children throw their hands in the air and call out "I'm fantastic!" when they complete a task.

Children learn about diversity in the wider world through the good quality positive image play resources, books and craft activities both in the childminder's home and local toddler groups. The childminder makes good use of home-made props and everyday routines, such as counting the numbers on a snake up the side of the stair case, to help children recognise colours, letters and to develop their counting skills. She promotes their enjoyment of books by providing them with a wide range and by reading stories that interest them. Good use of labelling and pictures, such as the Fireman Sam emergency exit signs, throughout her home help children to learn that text carries meaning.

The childminder provides a varied and nutritiously healthy diet that includes dishes from around the world and plenty of fruit and vegetables. Children with special diets benefit from the agreements in place with parents concerning the food they eat. Children are protected from cross-infection as stringent routines ensure all areas of the home are scrupulously clean and hygienic. They learn about the importance of good personal hygiene as they wash their hands before meals or after petting the dog. The childminders fun philosophy that 'Children don't shrink in the rain!' means they enjoy daily fresh air and plenty of good opportunities for physical exercise in the garden and on the many organised outings to local woods, parks and soft play centres.

Children are learning to keep safe as they help tidy away their toys. Appropriate car seats ensure children are safe whilst travelling and the childminder teaches them how to cross the road safely. The childminder maintains her first aid qualification ensuring that prompt and appropriate care is given in the event of illness or an accident. As a result of these measures children's health, safety, and well-being are exceptionally well promoted.

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?	1
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?	1
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?	1

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?	1
How well are children helped to stay safe?	1
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

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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

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