

Inspection report for early years provision

Unique reference number	EY376675
Inspection date	16/12/2008
Inspector	Silvia Richardson

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 was registered in 2008. She is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for three children in the early years age group, on a full-time basis. The childminder lives with her husband and one child of adult age. The childminder's husband is registered as an assistant. The property is a house, situated in a residential road in SE12. Children use the ground floor living room as the main play area. Sleeping provision and toilet facilities are available upstairs. The property is accessible to local schools, shops, park and public transport services. There is a fully enclosed garden available for outside play. The family have no pets.

Overall effectiveness of the early years provision

Children are extremely happy, settled and making excellent progress, because the childminder and her assistant create a warm, loving and secure environment. Children are thriving in the setting, because the childminder values the uniqueness of each child, providing exemplary care, play and learning experiences, tailored to their individual developmental needs. The childminders capacity for continuous improvement is strong, because she conscientiously evaluates her provision, striving towards the best possible outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure forms used for requesting written parental permission for a range of activities are checked and completed in full, including consent for carrying children in a vehicle, using public transport and taking photographs

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

- ensure agreements are confirmed in writing by parents, for leaving an assistant in sole charge of the children (Organisation)

30/12/2008

The leadership and management of the early years provision

The home is well organised and the spacious living room is very well set out with an excellent range of toys and play equipment, enabling children to move around freely and make choices. The childminder and assistant support children's play and learning exceptionally well, so that children really enjoy activities, achieve well and make excellent progress towards the early learning goals. Records for childminding, such as registers and medication details, are clearly recorded

promoting accountability. Positive relationships with parents and carers are well established, with much discussion and verbal agreement regarding children's welfare requirements and learning needs, so that children thrive in the setting.

The childminder assistant makes a positive contribution to childminding arrangements, although agreements for the childminder, to leave an assistant in sole charge of the children, are not confirmed in writing by parents and this is a condition of registration. Parents and carers actively contribute to planning and learning intentions, and written information, for example about the activity schedule and menus, is attractively presented on a board in the living area, providing guidance and reassurance. Forms are used for requesting written parental permission for a range of activities, however, these have not been checked to ensure they are completed in full, for consent for carrying children in a vehicle and for using public transport and taking photographs.

Self-evaluation is exceptional, because the childminder clearly describes and defines the uniqueness of each child in her setting. She very effectively identifies their needs and evaluates the impact of activities on their learning and development, so that children's potential is optimised. Self evaluation is facilitating the childminder to create enabling environments that support every child, simultaneously promoting their health, safety and well-being.

Children are safe in the setting and when out and about, because the childminder has a good deal of common sense and a practical approach to risk assessment. She talks to children about safety issues, for example, about how to stay safe when walking, crossing roads and playing in the park. Children are protected should safeguarding concerns arise, because both the childminder and assistant understand what to look out for and how to record and report appropriately.

The quality and standards of the early years provision

Children are making excellent progress towards the early learning goals, because the childminder is providing a broad range and balance of activities both in the home and out in the community. Children are taken out most mornings to play groups and to the park, enhancing their learning experiences and promoting social skills. Children walk regularly, enjoying fresh air and exercise, promoting their health and well-being. In the home, children make choices from a good variety of toys and play materials, set out in the living room so that they are easily accessible. The learning environment is interesting and stimulating, motivating children to play, and practise and develop skills across the six areas of learning. Children's progress and achievements are clearly recorded, helping the childminder to identify learning priorities and plan effectively.

Children are thriving because the childminder and assistant provide warm, consistent care and familiar routines, so children feel secure and experience a real sense of belonging. The childminder and assistant talk to children all the time, pick them up, cuddle and comfort them, helping them to settle and feel secure. They sit with children while they are playing and eating meals, ensuring they always enjoy plenty of attention. Learning experiences are inclusive, with resources and

activities reflecting diversity, so that children learn about differences and feel good about themselves. Children like to make things and have access to a good range of creative materials. They have easy access to the rear garden where they can climb, slide and run around, developing their physical agility. Younger children are offered push and pull toys and low level play equipment, helping them enjoy developing mobility.

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?	2
The capacity of the provision to maintain continuous improvement.	2

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?	3
How well are children safeguarded?	2

Quality and standards

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

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.