

Inspection report for early years provision

Unique reference number	115831
Inspection date	29/06/2009
Inspector	Sarah Morfett
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 1994. She lives with her husband and one grown up child in Sidcup, in the London borough of Bexley. The whole of the childminder's house is used for childminding, is easily accessible and close to local amenities. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time, three of whom can be in the early years age group. When co-minding with her husband she is able to care for nine children in total, six of whom can be in the early years age group. The childminder is currently jointly minding six children in the early years age group and has a total of 10 children on roll. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks or drives to local schools to take and collect children. The childminder attends the local parent and toddler group.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. The childminder works closely with her husband, who is also a qualified childminder, to offer children an excellent range of learning opportunities which help them to explore, investigate and reach their full potential. High importance is given to promoting an inclusive environment where all activities are adapted to meet the differing needs of the children. An exemplary partnership with parents ensures they are fully involved in their children's learning and development. The childminder takes time to thoroughly evaluate her service and identifies areas for improvement that are of most benefit to the children in her care.

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 using ongoing observational assessment to inform the planning for each child's continuing development

The leadership and management of the early years provision

The childminders service is extremely well led and managed and she is fully committed to ensuring the needs of every child are met. A wide range of well written policies and procedures underpin her outstanding practice. These contribute towards effective information sharing and promote consistency of care for the children. The childminder gives high importance to developing her knowledge of how children learn and develop. For example, she is currently studying for a degree in childhood education. Therefore, she has a significant

understanding of the learning and development requirements. The childminder actively seeks feedback from the parents about the service she provides using the information gained to further develop the setting.

Children are thoroughly safeguarded in the childminders care. For example, she has a well developed knowledge of child protection and the local safeguarding procedures, which is backed up by an exceptional policy clearly communicating her duty of care to the children. Other systems are used to effectively protect the children. For example, a visitors book for those who are not appropriately vetted, policies for lost or uncollected children and a thorough risk assessment system, which effectively minimises hazards both in the home and when on outings.

The quality and standards of the early years provision

Children thrive in the child-centred environment. The childminder and her co-minder enthusiastically set up their home to ensure that children can move freely around and access a full range of experiences. These effectively promote their welfare, learning and development to a high level. Children eagerly make choices about what they play with showing curiosity as they investigate the activities. They particularly enjoy using malleable materials exploring the textures of play dough, moulding and shaping the dough into recognisable shapes. Young children develop independence. For example, before eating they know they must wash their hands and use the resources available to manage the task themselves. This means they begin to adopt very good personal hygiene routines and learn about being healthy. Children develop skills that contribute to future economic well-being. For example, they enjoy books and have many opportunities to mark make and write for a purpose and this supports their communication, language and literacy development extremely well.

The childminder extends children's learning and development through effective interaction asking them questions that make them think, such as, what, where and why as they play with the stimulating resources. She also knows when to sit back and let the children explore and investigate for themselves. Consequently, there is an excellent balance of adult-led and child-led activities which results in children becoming active learners. The childminder places high importance on inclusion within her setting and records children's initial abilities when they first start. She uses the observation and assessments process to plan and provide activities that all children can take part in. Consistent methods of observation allow the childminder to plan the next steps in learning for individual children. She knows exactly where they are at, their capabilities and uses this to help them move forward. Therefore, outcomes for children are promoted to an outstanding level.

Children greatly benefit from a healthy lifestyle. Each day they play outside with toys that challenge them physically. They are provided with nutritious snacks each day, tucking into fruit with relish, as well as helping to cut it up as part of their development. The childminder ensures that children are thoroughly catered for in extreme weather. For instance, she makes sure they have sun cream, a hat and plenty of drinks on a very hot day. Children learn to keep themselves safe as they take part in emergency evacuation procedures. Their understanding of the wider

world is developed through frequent outings and a significant range of resources and activities that reflect diversity. Children flourish in the care of the childminder and make excellent progress.

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