

Inspection report for early years provision

Unique reference number	115669
Inspection date	29/01/2009
Inspector	Debra Davey

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 1995. She lives with her husband and two adult children in the London Borough of Bexley, close to shops, parks, schools and public transport links. The childminder's home is a three bedroom, semidetached house. The whole of the ground floor is used for childminding, with use of an upstairs bathroom. There is an enclosed garden for outside play.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children at any one time and is currently minding two children in the early years age group. She also offers care to children aged up to 11 years.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Well developed knowledge of each child's individual needs ensures that the childminder promotes all aspects of children's welfare and learning with success. Children are safe and secure at all times due to the childminder's excellent understanding of safeguarding issues. The partnership with parents is a key strength and contributes significantly to ensuring that the needs of all children are met well. This means that children make good progress. The childminder has the ability to reflect upon and evaluate her practice, ensuring continual improvement.

What steps need to be taken to improve provision further?

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

- when recording individual children's progress, consider using a wider variety of ways to illustrate their achievements.
- provide a broader range of opportunity for children to practise mark making and older children to attempt writing for various purposes.

The leadership and management of the early years provision

The childminder has an extremely caring and sensitive approach that is central to everything she does. Her warm approach to the parents, as well as the children, means that she develops good relationships and children feel secure and confident in their learning. The childminder ensures children's safety at all times and monitors their development, ensuring that she is able to plan effectively for their next steps. The tracker system used works well for recording observations of children's learning but does not include examples of their artwork or mark making

to illustrate progress. The childminder enjoys making activities fun for the children and ensures that her plans follow their interests, which helps them make rapid progress through the Foundation Stage of learning. Self-evaluation is effective because the childminder has a wealth of knowledge of childcare and has attended relevant training to update her skills. This, combined with a genuine dedication to her work, means that she has developed reflective practice in order to bring about improvements.

The quality and standards of the early years provision

Children are very happy in this friendly setting due to the professional approach of the childminder. They experience a sense of belonging because supportive and accommodating relationships are formed with families, which help them feel secure. For example, the childminder is happy to collect children from their home and works well with extended family members, such as grandparents, to provide appropriate and flexible care. In this way, children experience a continuity of care and positive relationships with their own and the childminder's family.

Children are encouraged to self-select from their own resources in the home and they are well supported in their learning. This helps to develop their decision-making skills, self-esteem and ability to communicate verbally. There are, however, too few opportunities for children to attempt writing in different forms and for different purposes. Children are encouraged to use mathematical language in everyday play situations. For example, a two-year-old child enjoys choosing cars and is encouraged to talk about the colours, numbers and type of vehicle selected. Children enjoy stories and respect for one another as older children read to younger ones. Good attention to each child, through the use of detailed observations, means that they are included, show increasing confidence in their play and learning and develop positive ways of behaving. All children enjoy and achieve due to the variety of home-based play and local outings to playgroups. They begin to appreciate their environment because they are encouraged to engage in growing activities and recycling. Creative and physical play is well supported in the childminder's garden through a rich provision of role play, such as, playing shops or the petrol garage, picnics and pop up tents. They enjoy a range of malleable materials, such as sand and water, to help them experiment with volume and weight. This helps them to make sense of the world around them and develop skills for the future.

The welfare of all children is promoted extremely well in all major aspects. They are kept healthy through good procedures and enjoy a healthy diet of home-cooked meals. Good quality of care is achieved through the childminder's high level of commitment to implementing effective strategies through policies, procedures and consistent practice. This promotes all children's social, physical and economic well-being in keeping with their individual needs. For example, arrangements for safeguarding children are robust and risk assessments are well managed. Children thrive in the safe environment because the childminder works effectively with their parents and carers.

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?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

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?	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?	2
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 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.