

Inspection report for early years provision

Unique reference number	125819
Inspection date	09/03/2009
Inspector	Linda Margaret Nicholls
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 was registered in 1989. She lives in Sutton at Hone, Kent. The playroom and kitchen are used for minding and there is a fully enclosed garden for outside play. The childminder drives to local schools and pre-schools. She is able to support children with learning difficulties and/or disabilities.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children at any one time. She works with another childminder at the above address, and together they may care for six children in the early years age group at any one time. Currently they are caring for 15 children between them, of whom three are in the early years age group. Both childminders have equal responsibility for the childminding practice. Registration does not include overnight care.

Overall effectiveness of the early years provision

Overall the quality of the care is outstanding. Boys and girls make excellent and impressive progress through all areas of learning in relation to their starting points and capabilities. Provision for their physical welfare and emotional well-being is thorough and sensitive. Dynamic and creative activities emphasise inclusion so that each child knows they are cared for and valued. Partnerships between providers, parents and other agencies are highly effective, ensuring children's needs are met. Highly rigorous and established self-evaluation processes lead to continuous improvement of the service provided.

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 knowledge and understanding of the learning requirements so that children's individual progress is supported and extended to form a secure foundation for their future learning.

The leadership and management of the early years provision

The childminder operates an insightful self-evaluation process that builds on the established management of the provision. The childminder has exceptionally high aspirations for quality which is evident through documented, ongoing aims and improvements. Comprehensive, detailed records, policies and procedures are analysed and updated where necessary to ensure the needs of all children are met. The childminder actively engages parents and children in assessing the quality of the care they provide and in identifying areas of learning they wish to pursue. Resources are varied, of good quality and engagingly presented. Activities are thoughtfully planned to closely match children's interests and individual stages of

development which results in children demonstratively enjoying learning. Younger children benefit directly from the application of the learning requirements following recent training. Clear and succinct observations are gathered and assessed and clear plans for next steps are linked to the early learning goals.

The provider is acutely aware of individual needs, providing lively, creative activities that support inclusion and value the diversity of individuals and communities. For example, discussions of physical differences and similarities has prompted activities around family photographs and countries of origin. Photographic and craft displays show that boys and girls are valued equally. The childminder is highly effective in ensuring that all children are well integrated and achieving as much as they can.

The childminder ensures she maintains highly effective links with nurseries, pre-schools and schools which the children attend. Parents are provided with displayed information about the Early Years Foundation Stage so they are well informed of general learning expectations. The childminder works closely and cooperatively with parents, sharing information on a daily basis and building detailed written information through newsletters and individual learning records for each child.

Children are safeguarded effectively. There is an established child protection procedure and parents are clearly informed of procedures and contact numbers.

The quality and standards of the early years provision

Children are challenged and engaged as they involve themselves in play. The childminder knows the children very well and subtly reinforces the development of language and conversation. For example, when the child plays with a pull-along toy the childminder asks where they are going to walk the dog. Enticing equipment is directly accessible to the youngest children who select items from open topped boxes, shelving or from free-standing resources such as the play kitchen unit. The childminder is skilled at planning and includes a weekly craft activity, such as learning to mix colours, for example, red and white to make pink, or black and white to make grey, or making mobiles. Children learn to identify shape names from resources. They name an oval and a triangle pointing to pictures in a book and a section of pizza. They learn about the world as they use scissors to cut out their own hand shapes that they then arrange in layers to depict a bonfire decorated with autumnal colours. Photographic displays show children making music with a range of instruments, including scrapers, bells and drums.

Children's interests and abilities are close matched to activities that are thoughtfully planned. While the youngest learns to push and pull a needle and thread through a form, older children sew and decorate a book mark. Older children confidently demonstrate they can balance on one leg, while younger children repeatedly lift a teapot lid on and off gauging distance, shape and speed. Children are focused and demonstrate their enjoyment of learning. They have daily opportunities for outside play. As a result, all children make significant gains in their learning and have consistent and excellent levels of achievement in relation to their starting points and capabilities.

Children know their work is valued because the childminder displays their work creatively. Individual work is identified and themed posters are collectively constructed with elements from each child. Children with additional needs are supported very well and included in all activities so that individual learning needs are met. Children learn to be responsive and care for each other. The childminder provides a good role model, developing positive attitudes and good manners amongst the children. Children learn to share resources, take turns and speak politely, and to be kind to one another. Consequently, children learn to behave well

Thorough risk assessments are in place which reflect a clear and effective analysis of potential hazards. Improvements since the last inspection encourage children to develop personal safety awareness and self control. Children know what is expected from them in an emergency situation as they practise the evacuation procedure monthly. They regularly discuss the house rules and learn how to keep themselves safe, both inside and outside the home. Children acquire effective strategies to keep themselves safe, for example, they know to tidy up toys they have finished playing with so that they and others do not trip over.

The childminder plans a healthy and appetising menu for the children. She liaises closely with parents to encourage children to eat a varied diet and supports them by introducing routines that reflect school practice. They join one another at the table to eat and chat happily together and with the adults present.

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

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.