

Inspection report for early years provision

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| Unique reference number | EY302878 |
| Inspection date | 11/03/2009 |
| 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 2005. The provision is registered on the Early Years Register and both the compulsory part and the voluntary part of the Childcare Register. Registration is for a maximum of five children and there are currently six children on roll, of whom two are in the early years age group. Registration does not include overnight care.

The childminder lives with her husband and children in Otford, Kent. Ground floor rooms are available for childcare. There is a secure garden for outside play. The family have two guinea pigs as family pets.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. The childminder provides a warm, welcoming inclusive service in which children are respected as individuals. Their welfare and learning needs are clearly and creatively met. Boys and girls learn to value diversity and difference through a range of stimulating resources and inventive activities. The childminder is resourceful, competent and forward thinking in implementing her comprehensive procedures and professional development. Her methods have a substantive, positive impact on the quality of children's learning and play. A meticulous self-evaluation process complements highly effective strategies used to monitor her practice for the continuous improvement of her provision.

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 plan and implement organised systems to record individual progress so that every child receives an enjoyable and challenging learning and development experience tailored to meet their needs.

The leadership and management of the early years provision

The childminder reflects on her practice dynamically and objectively. She has begun to consolidate her knowledge of the learning and development requirements of the Early Years Foundation Stage. She shows a dedicated and purposeful aptitude to develop her provision for boys and girls and is attending the National Vocational Qualification III in Childcare, Learning and Development. The childminder has established highly effective monitoring procedures and is becoming increasingly confident in their application. Both required and supportive documentation is presented in a professional manner so that parents are clearly informed of her methods. Caring, flexible and supportive working relationships are established with parents. They are provided with comprehensive, detailed records

of their child's progress and development, clearly identifying next steps to learning. Committed and extensive links have been developed with local childminders, pre-schools, schools and organisations which support and extend the delivery of early years learning. Children are safeguarded and secure. The childminder has an effective and competent understanding of what to do should she have concerns for a child in her care.

The quality and standards of the early years provision

Children are constantly active and enthusiastically engaged throughout their stay with the childminder. They enjoy a range of challenging experiences such as potting seeds in compost or learning to spread glue to stick leaf shapes during craft work. Children have independent access to a wide range of stimulating, attractive equipment that supports exploration in play across all areas of early years learning, including a range of games, books and art resources. The childminder demonstrates she has an established understanding of the value of play. Clear observations are fruitfully assessed to plan individual progress towards the early learning goals. Children listen earnestly to a favourite book, 'Scruffy Teddy grows flowers,' as the childminder playfully encourages them to extend their vocabulary and reasoning skills with questions that make them think. She is aware to give children time to respond during discussions and is acutely and sensitively aware of the requests of pre-verbal children. Children learn to recognise number as they count the leaves of the flowers. They test themselves as they attempt to fit pieces of puzzles to the correct shapes.

Children experience a balance of inspired adult-led activities and those they may choose for themselves. The childminder uses children's suggestions to plan activities they would like to explore and provides innovative resources, such as yogurt pots, plant compost and seeds, textile or paper shapes and glue to support their choice. A range of positive images in books, games, small world figures and music reinforce cultural and physical diversity. The childminder promotes diverse cultures with awareness days, with the help of parents, of the culture of South Africa, New Zealand and France. Liaison with other providers of early years provision help to build good relationships and extend boys and girls' individual learning.

The childminder interacts well with the children, supporting and joining in their play. She praises them when they share resources or play well together and provides a good role model. They learn social skills, to adapt and to negotiate when they meet other children at the community library, toddler group or at local childminding support groups. Children learn how to keep themselves and others safe. Potential hazards are identified and action is taken to minimise risks. Effective and clear emergency procedures are displayed and a record is maintained of their practice. The childminder establishes simple strategies so children learn to act and talk calmly, sit at the table to eat or tidy away toys so they or others do not fall. Children show they are secure and remain eager to learn.

The childminder supports a healthy lifestyle, liaising closely with parents in order to meet children's individual dietary requirements. She has received training in the

use of an epi-pen. Fresh water and drinks provided from home are available throughout their stay. Children get plenty of fresh air as they play in the garden or walk in the locality. The childminder reinforces effective personal hygiene routines and promotes children's personal independence and confidence.

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

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| 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

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| 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

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| 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

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| 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 registration or 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.