

Inspection report for early years provision

Unique reference number	136587
Inspection date	25/02/2009
Inspector	Beverly Hallett
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 1995. She lives with her adult daughter in the Chislehurst area of the London Borough of Bromley. The whole of the childminder's home is used for childminding, and there is an enclosed garden available for outdoor play. She has a tortoise as a pet.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group, all of whom attend on a part time basis. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of an approved childminding network and receives support from the local early years advisory team.

Overall effectiveness of the early years provision

The provision is good. The childminder provides good quality care and education for children in the Early Years Foundation Stage. This is supported by sound records and all required documentation being in place. The childminder's good support for children's emotional needs, play experiences and additional opportunities through local visits helps children to make good progress with their learning and development. However, processes for assessment and planning are still being secured to further promote children's progress in learning. Developing self evaluation helps to identify strengths and areas for continued improvement of the early years provision.

What steps need to be taken to improve provision further?

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

- continue to increase the range and variety of toys and resources including those which promote children's awareness of diversity
- continue to develop observation and record keeping systems in order to share children's progress towards the early learning goals with parents

The leadership and management of the early years provision

Children's welfare, learning and development are soundly promoted because the childminder continues to develop her professional skills through some relevant training. For example, she has attended training relating to safeguarding children and the Early Years Foundation Stage. The childminder demonstrates strong commitment to reflecting on practice by using systems for self-evaluation to recognise strengths and assist with the development of provision. In response to

the last inspection, the childminder also demonstrates very good capacity to make necessary improvements in practice. For example, a very good range of policies and procedures are in place to support practice, and the childminder has attended much training to develop her knowledge around the early years foundation stage. The childminder's knowledge for protecting children from harm or neglect is good and safeguarding procedures are secure. As a result, children are well safeguarded whilst in her care. The childminder liaises closely with parents to exchange information on their child's progress to help promote their welfare and development. Appropriate links with other agencies help to support children's welfare and meet with their individual needs.

The quality and standards of the early years provision

The childminder provides a range of safety equipment and undertakes good procedures to maintain children's safety, such as stair-gates and completion of emergency escape practices. She undertakes written risk assessment of the premises and uses safe practice for trips out, which reduces risk and maintains children's safety. The childminder promotes suitable levels of inclusive practice; she encourages children and parents to express their views to help assess the provision. Children learn about being healthy as they enjoy opportunities for physical and outdoor activities. For example, they visit local parks and activity centres to use a variety of equipment and large apparatus that provide challenge and develop physical skills. Children have healthy choices with a nutritious range of foods and have regular access to drinks to ensure they remain hydrated. Their health is also very well supported as they gain knowledge of the importance of adopting suitable personal hygiene routines, such as washing hands after toileting and disposing of tissues after use.

Children have a strong sense of value because the childminder develops a settled, close relationship with them. The childminder has good knowledge of children's needs, for example, being aware of a younger child's need to cuddle and have supportive physical contact when within the vicinity of unfamiliar adults. This gives them reassurance and time to feel secure and, as a result, they are soon happy to resume exploration of resources and their environment. However, toys and activities which support children's awareness of, and respect for, others are still limited and this is an area the childminder had identified in her ongoing evaluation as an area for improvement. The childminder encourages children in their play and supports their involvement in some activities, which stimulates participation and promotes their learning and developmental needs. This shared involvement and interaction with the childminder also helps children to develop confidence and good levels of behaviour as their emotional needs are supported. The childminder is attentive to children's positive actions and regularly offers praise and encouragement.

Children very much enjoy the wide variety of art and craft activities which the childminder plans and offers and this is a particular strength of the provision. Displayed around the home are examples of collage work, for example, making masks out of paper plates. Cupboards contain a very good variety of mark making equipment, such as poster paint, water colours, felt tips which are actually

brushes, collage materials, glue, and modelling clay. Using these materials supports children's development across the six areas of learning. The childminder is skilled and knowledgeable in observing the learning that takes place when children are involved in these activities. These and other planned activities help children to develop early skills that contribute to their learning. For example, younger children make marks, listen to stories and songs as part of developing communication skills. They develop awareness of space, shape and comparison as they complete puzzles and play with shape sorters. The use of programmable and wind up toys and a computer supports early information, technology and communication skills.

The childminder also supplements bought resources with home made games. For example, she makes lotto and matching games from printed pictures. She makes calendars and clocks to support children's understanding of time. Simple but sound systems of observation and evaluation of children's learning and development are in place. However, current observations lack some detail for the childminder to fully evaluate children's progress against the areas of learning or share this progress with parents. The childminder has begun the process of reflective practice and has already identified further improvements to her practice, based on feedback from her last inspection and input from the local authority childminding coordinator. She plans to continue to develop her knowledge on the early learning goals and child development to promote quality care and education for young children.

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?	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?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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