

Inspection report for early years provision

Unique reference number	136858
Inspection date	01/06/2009
Inspector	Susan Linda Capon
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 1990. She lives with her husband and two adult children in a house situated in the London Borough of Bromley. All of the premises are available for childminding and there is a secure garden for outdoor play.

The childminder is registered to care for six children under eight years old at any one time. Of these, three may be in the early years age group. The childminder is currently minding five children in the early years age range on a part-time basis.

The childminder has a childcare qualification and is a member of the National Childminding Association. She speaks fluent Spanish, Italian and French. The childminder makes regular use of the local amenities including the parks, library and parent and toddler groups.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children enjoy their time in the well organised, bright, light, warm and welcoming home. Excellent implementation of the Early Years Foundation Stage programme ensures all children in the childminder's care, develop and progress at their personal rate to meet their individual potential. Children have ample space to safely explore their boundaries indoors, outdoors and on outings, as all potential hazards are appropriately minimised through her extensive risk assessments. However, these are not currently recorded as required. Inclusive practice is fully implemented, ensuring individual children's needs and their awareness and development of other cultures, races and disabilities are extensively incorporated into the childminder's daily activities. Close relationships are developed with all parents, enabling them to be fully involved in their child's ongoing care, progress and development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extend the risk assessments carried out on the premises and for all outings by recording the information as required by the Early Years Foundation Stage.

The leadership and management of the early years provision

Parents receive extensive information about the childminder's provision through her well presented portfolio, including the policies and procedures which underpin

her day to day practices. The childminder implements her safeguarding training fully, ensuring the safety of all the children in her care at all times. Her husband is registered as her assistant, ensuring she never leaves minded children with un-vetted persons at any time.

The childminder has a clear awareness of the strengths and weaknesses of her provision through her ongoing self-evaluation. She includes parents in this assessment through written questionnaires, incorporating their ideas and views as required to make ongoing improvements. The childminder has attended an extensive range of additional training courses, continually developing her childcare knowledge, skills and practice. For example, she has attended Diversity Through Everyday Play and How to Develop a Child's Self Esteem and Confidence. She has become fully conversant with the Early Years Foundation Stage programme, ensuring her minded children receive excellent care and learning and development opportunities, meeting their individual needs.

Excellent relationships with all parents ensure all parties are fully involved in the children's care, development and learning. Parents say they particularly like the personal attention, encouragement and interaction their children enjoy with the childminder and other children attending. They feel she has a genuine affection and understanding of their children and their individual needs. Parents say their children have fun, receive excellent care, eagerly looking forward to seeing the childminder, her family and other minded children. Daily discussions enable parents to keep abreast of the activities their children enjoy each day. They can discuss their child's detailed portfolio of information, relating to their personal development and progress, including photographs of things they have done. Written information is readily available for parents unable to collect their child at the end of the day, keeping them fully informed at all times.

The quality and standards of the early years provision

The children are very settled in the childminder's home. They have built good relationships with one another and the childminder's family members, making them feel at home and safe and secure. Children freely access an extensive range of toys, activities and equipment on a daily basis. Excellent rotation of the equipment, provides children with an interesting, stimulating environment each day, keeping them occupied and busy. Daily planning incorporates innovative topics and activities, meeting every child's ongoing developmental needs. For example, visits to the local shoe shop to explore and discuss the wide range of shoes available.

All the children explore their surroundings in safety. They are learning to keep themselves safe as they follow the rules for outdoors, using the steps carefully to get from the patio to the grassed area. Younger children sit on their bottoms to come downstairs safely and all children know they cannot stay outside alone, particularly when the water play is available. Good emergency evacuation procedures are regularly practised with all the children.

All the children are developing their awareness of the importance of keeping

themselves healthy. They enjoy visits to the local supermarket and Lewisham market, exploring the different kinds of food available. Regular opportunities to taste new foods are incorporated into the activity programme. Children know the names of all the play food and know which foods are their favourites. For example, one child particularly likes sweet corn. They enjoy healthy food and drink, supplied by their parents, throughout the day. Daily opportunities to enjoy physical play include long walks to the local parks and library. Children enjoy feeding the ducks and developing their physical skills on the climbing apparatus. Indoors they eagerly participate in music and movement and dancing activities. For example, they dance to the song, The Whole World, incorporating the actions as they move around. The childminder and the children implement good hygiene routines, ensuring they prevent the spread of infection in the setting. She happily discusses why she uses disposable gloves for nappy changing when children enquire.

Children enjoy a good balance of adult led and free choice activities each day. Younger children's individual daily routines are incorporated into her day, promoting continuity of care for every child attending. The childminder knows all the children well. She gathers detailed information about each child when they first attend. The childminder then builds on this, using regular observations and activity planning, to help children progress through the early learning goals.

Children are making excellent progress through the early learning goals. Several are achieving above the suggested levels for their ages. The childminder provides excellent support for the children as they learn and play. For example, she talks about the different shapes they are cutting out for their gluing activity and the colours of the different play food items. Regular opportunities to develop their awareness of people from other races, cultures and disabilities are incorporated into her daily routines. For example, several of the children come from different cultures and the childminder speaks to them in Spanish in addition to English. Some of the children are able to respond in Spanish. Visits to the local parent and toddler group enables children to develop their social skills and awareness of the local community. Children are developing excellent independence skills as they help to fill the water tray, using a small watering can and undress themselves ready to play in the paddling pool. They enjoy mixing the flour and water to make their paste for the gluing activity. At the supermarket they ask the assistant for help when they cannot find the jelly mix. They all have a delightful time making their jelly, exploring the changes to the mixture once it has set. Younger children particularly enjoy getting messy as they use their hands to explore the paste and jelly. Counting songs and rhymes help them develop their mathematical skills. For example, singing Five Little Ducks. Reading and listening to stories at the local library enables them to develop their communication skills. They enjoy talking about the activities with the childminder and learning new words. For example, hexagon and rectangle as they cut out pieces for their gluing activity. Older children explain the rules for their horse race game, telling the childminder and other child to 'follow me' as she rides off on the hobby horse down the garden. Children particularly enjoyed planting plants in tubs and watching them grow. Discussions about the size of a regular brick and the miniature wheelbarrow enable children to think about size and shape. All the children behave well as they know the childminder's consistent rules and boundaries. Occasional reminders, regarding sharing are required for very young children as they learn to respect the needs of

others. Regular praise and encouragement enables all the children to develop good self esteem 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

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