

Inspection report for early years provision

Unique reference number	EY374756
Inspection date	21/04/2009
Inspector	Christine Lynne Hodge
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 has been registered since June 2008. She lives with her seven year old daughter in a three bedroom house in Erith in the Borough of Bexley. The whole of the ground floor together with the small back bedroom on the first floor is used for childminding purposes. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more three may be in the early years age range. She is currently caring for three children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from local schools and attends local toddler groups. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder successfully promotes children's welfare and learning by providing them with a safe and fun centred environment. Children enjoy a wide range of activities and relate well to the childminder. Partnership with parents is well established and significantly contributes to ensuring that the childminder is able to care for each child's individual needs. The use of self-evaluation enables the childminder to identify areas for future development to ensure her practice is continually improving.

What steps need to be taken to improve provision further?

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

- continue to develop the system for tracking children's progress and ensure planning is geared to each child's needs and interests
- devise a system for finding out more from parents about children's starting points

The leadership and management of the early years provision

The childminder's home is well organised to ensure that children are kept safe and secure. She is committed to providing a fully inclusive service for all children and families. Comprehensive policies and procedures, together with thorough risk assessment and fire evacuation procedures are used effectively to promote the welfare and safety of children. The childminder is very clear about her role and responsibility for safeguarding children in line with Local Safeguarding Children Board procedures and has attended training to ensure children are well protected. All required documentation is in place and is professionally maintained.

Children are provided with a flexible daily routine of activities which is tailored around their individual needs for rest and play, and includes time for indoor and outdoor activities. Flexible planning which is based on the six areas of learning offers children a good balance of child centred and adult led activities. Parents are made to feel welcome and are provided with good information about their children's care and progress.

The childminder has completed her registration training and has attended an appropriate first aid course together with safeguarding training. Although she is still waiting to access Early Years Foundation Stage (EYFS) training she has been proactive in developing her knowledge of the EYFS by reading the pack and talking to other childminders to enable her to meet the learning and development requirements. She is committed to continually updating her childcare knowledge and childminding practice by attending further training and using self-evaluation to identify areas for development. For example, she has applied to attend EYFS training and is planning to introduce parent questionnaire and newsletters for parents.

The quality and standards of the early years provision

Children are well supported to ensure that they make good progress across all areas of their learning and development. The childminder is in the early stages of keeping a record of children's progress by providing each child with a folder and scrap book in which she puts samples of their work, photographs and observations. Although she does not have a system in place to find out children's starting points from parents she uses tracker books to identify where children are at in their development. Flexible planning is based on the six areas of learning and includes time for free play and adult led activities indoors, outdoor play in the garden and outings outside the home where children learn about the wider community.

Children are happy and confident in their surroundings. They relate well to the childminder and enjoy her company as she sits and plays with them to extend and support their learning and language skills. Children are learning to share and take turns when playing dice and board games with the childminder and are developing good personal and independent skills, such as putting on their shoes and dressing themselves. They can choose what they want to play with from a good selection of play resources that include positive image toys and books to help them learn about the wider world. The childminder encourages children to count and to recognise numbers, colours and shapes throughout their play. Children's creativity is well promoted through various art and craft activities, role play, singing and dancing and on visits to a weekly drama club. Children have access to a good range of books and enjoy listening to stories read to them by the childminder. They have great fun outside in the garden making bubbles and developing their hand and eye coordination using bats and balls. Children also benefit from regular trips to the park for physical play and to toddler groups where they enjoy socialising with other children.

Comprehensive policies and procedures underpin the childminder's good practice

and ensure that children's health, safety and general welfare is fully promoted. Her home is clean and well maintained with necessary safety precautions, such as safety gates, socket covers and a fire blanket are in place to keep children safe. Provision is made for children to rest during the day and to take part in physical exercise. Meal and snacks are healthy and nutritious and the childminder has good procedures in place to protect children from cross infection.

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?	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?	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
--	-----