

## Inspection report for early years provision

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<b>Unique reference number</b>	EY374597
<b>Inspection date</b>	06/05/2009
<b>Inspector</b>	Linda Margaret Nicholls
<b>Type of setting</b>	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 2008. 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 four children on roll, one of whom is full time. Registration includes overnight care.

The childminder lives with her husband and one child under eight in Bexley, Kent. The ground floor rooms, one bedroom and the garden are available for childminding. The family has a greyhound, and a cat. The childminder is a member of the National Childminding Association. The childminder makes good use of the local amenities including toddler groups, library and parks.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. The childminder provides a welcoming, inclusive service in which children are treated as individuals and their welfare needs are effectively met. Children learn to value differences and similarities in others through everyday activities. The childminder is competent and forward thinking in the management of her provision. Her clear and comprehensive methods have a positive impact on the quality of children's play. Although the childminder has not recorded a self-evaluation of her provision there are effective strategies in place to support the continuous improvement of the service she provides.

## **What steps need to be taken to improve provision further?**

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

- continue to develop knowledge and understanding of the Early Years Foundation Stage learning requirements for planning to include adult-led activities that extend and support children's individual progress.

## **The leadership and management of the early years provision**

The childminder reflects on her practice clearly and objectively. She is enthusiastic and creative in her application of the learning and development requirements. She demonstrates a good aptitude to improve her provision for children and is increasingly confident in the observation and assessment of individual learning. She organises documentation methodically and has compiled simple written policies and procedures that keep parents informed of her methods. All required records and permissions are in place. The childminder establishes caring and supportive working relationships with parents, providing them with detailed records of their child's progress and development. Next steps to learning are identified although the childminder finds children have insufficient time after attendance at

nursery for adult-directed activities. She has however, developed links with other providers of the Early Years Foundation Stage to support and extend children's learning. Children are safeguarded and secure. The childminder is proactive in refreshing her professional training with local authority specialists. She has an effective understanding of what to do should she have concerns for a child in her care. Parents are informed of her professional role and appropriate contact numbers.

## **The quality and standards of the early years provision**

Children are active and engaged in their play. They are focused as they practise balancing on the scooter as it rolls down the garden path or turn a handle and press a lever to launch the motorbikes. Children have independent access to a range of attractive equipment as they move freely between the living rooms and the garden. Open-top, clear-sided boxes hold a wide range of vehicles, free-standing kitchen units and work benches provide role play activities and complex Lego constructions are displayed. Gardening activities are enthusiastically explored by all children so that tomato plants may be taken home once sufficiently developed. The childminder in addition provides books, puzzles and mark-making equipment that demonstrate she has an established understanding of the value of play.

Children rapidly develop vocabulary and sentence structure because the childminder speaks to them clearly and directly. She is alert to their requests to read a favourite book, 'Ears to Hear,' and gives children time to contribute in discussion or to answer questions that make them think. They point and name a picture of a puppy and name a colour, yellow.

Children experience outside activities daily, such as walking the dog in local woods, or on occasion visit local parks or the zoo. Themes of spring and pond-life have been explored leading to a gift of frogspawn to the local nursery. The childminder ensures children's interests are met providing small world wheeled toys to engage their imaginations. A range of positive images in games and small world figures reinforce cultural and physical diversity. Books such as PC Polly and Vet Vicky challenge gender stereotyping.

Children's growing confidence is supported and individual learning needs are met because the childminder provides a caring and calm environment. She praises them when they achieve the challenges they set themselves as well as when they share resources and play well together. Children learn to adapt and negotiate with children they meet at her home, nursery or school. The childminder gives clear expectations of the behaviour she wants, providing a good role model for politeness and consideration of others.

Children play contentedly because they are safeguarded and secure. They benefit from effective risk assessments of her home, garden and external venues that identify hazards and minimise risks. There is an effective exit procedure which is practised monthly so children know how to keep themselves safe should there be an emergency. They learn to sit to eat at the table or tidy away toys so they or

others do not trip over.

Children learn about a healthy lifestyle because the childminder liaises closely with parents in order to meet children's individual dietary requirements. They tuck into toast or cereal for breakfast and sandwiches, mackerel in tomato sauce, apples and bananas for light meals. Fresh water or drinks are available throughout the day. The childminder sensitively reinforces effective personal hygiene routines and promotes children's personal independence.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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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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