

Inspection report for early years provision

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Inspection date	06/10/2009
Inspector	Susan Linda Capon
Type of setting	Childminder

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1998. She lives with her husband and their three children aged nine, 14 and 17 years old in a house situated in the London Borough of Bromley. The ground floor is used for childminding. There is a secure garden available for outside play. The childminder works with her mother who is also a registered childminder.

The childminder is registered to care for six children under eight years old, of whom three may be in the early years age group. When working with another childminder she may care for six children under eight years old, all of whom may be in the early years age group. She is currently minding seven children on a part time basis, and of these, six are in the early years age group.

The childminder is a member of the National Childminding Association. She regularly uses the local amenities including library, parks and childminding drop-in.

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

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder demonstrates an enthusiastic, conscientious approach to her childminding, ensuring all children receive high quality care and learning opportunities as they play together. All the children are fully occupied each day as they eagerly explore the extensive range of well organised resources, toys and equipment, enabling them to make very good progress and development. The childminder recognises the uniqueness and individuality of each child attending, ensuring their personal needs are fully incorporated into her daily activities, promoting inclusive practice. She continues to attend additional training opportunities, developing her childcare skills and practices, effectively incorporating these into her daily routine. The childminder works closely with parents and children in evaluating her provision. She has effectively completed all previous recommendations and identified specific areas for continual development, enabling children to achieve all round development and progress through the early learning goals. She has continued to strengthen her relationships with all parents, enabling them to be fully involved in their child's day to day care, learning 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:

- continuing to develop the assessment and planning information, ensuring

the individual needs of each child is fully incorporated, enabling every child to develop and progress through the early learning goals at their personal rate.

- continuing to develop the information technology equipment, enabling all children to become competent in this area.

The effectiveness of leadership and management of the early years provision

The childminder enjoys being with the children as she helps them develop and learn through play. She implements her extensive policies and procedures throughout the provision, ensuring the children's ongoing safety at all times. She has kept abreast of changes to regulations, ensuring she meets all requirements at all times. The childminder works closely with another registered childminder and never leaves children with an unsuitable person. She has clear procedures for liaising closely with other people providing the Early Years Foundation Stage curriculum, promoting continuity of care, learning and development; for example, the local pre-schools some children attend.

The childminder has completed an extensive self-evaluation of her provision, identifying her strengths and any areas requiring improvement or development. She has clear plans to add more information technology equipment to her setting, enabling children to become competent users of a laptop, printer and camera. She continues to develop her observation and planning information as she aids the children's ongoing development and progress.

The childminder has completed extensive risk assessments for the home, garden and all outings, ensuring any potential hazards have been minimised, preventing unnecessary accidents. For example, she has visited the care seat centre, ensuring all car seats are suitably secure in her vehicle. All the children are aware they must hold the buggy when walking close to busy roads and wait for the green man before crossing the road.

The children's welfare and safety is paramount. The childminder ensures all children are well supervised at all times. Her extensive resources are regularly checked and cleaned, ensuring they are safe and suitable for the children to use. All equipment is regularly rotated through the use of topic based activities, promoting a stimulating and interesting environment each day. The children are developing their awareness of other people and the world about them as they learn everyone is different and special. The children freely access a wide range of resources promoting diversity, enabling them to learn about other races, cultures and disabilities. For example, posters depict people who use a wheelchair and there are chopsticks and a wok for role play. Parents are encouraged to share specific festivals relevant to their personal culture, developing the child's self esteem and other children's knowledge of one another.

The childminder has continued to develop firm relationships with all parents. Parents find the childminder and her family members polite, friendly and flexible. They are pleased with the care their child receives and know she is well looked

after and happy. Excellent settling procedures enable children to settle quickly as they form a good relationship with the childminder. The childminder offers a flexible service when possible, enabling parents to work shift patterns while maintaining continuity of care for their child. Parents receive extensive information about the provision through discussion, contact books, a parent notice board and planned menu's, and this keeps them up to date with their child's day.

The quality and standards of the early years provision and outcomes for children

Children spend their day in a very bright, light, warm, welcoming, well organised home. They have developed firm relationships with the childminder and her family members, enabling them to feel at home and part of the family. The children enjoy ample space to move around as they play and develop. Young children are able to practise their rolling and crawling skills in safety. All the children are developing good independence skills as they choose their own resources and activities relevant to their individual developmental needs.

The children are developing a good understanding of the importance of maintaining a healthy lifestyle. They enjoy healthy, nutritious home made meals including fresh fruit and vegetables. Sweets are limited and no fizzy drinks are ever offered. Children are encouraged to try new foods and all are aware fruit and vegetables help them grow big and strong. The childminder incorporates the individual needs of each child into her setting. For example, babies enjoy a bottle of milk after their morning sleep. Everyone follows good hygiene routines throughout the day. The children brush their teeth after lunch, recognising the importance of keeping their teeth and gums healthy. All the children enjoy outdoor play in the garden or at the local parks on a regular basis. Older children enjoy developing their climbing, jumping and sliding skills as they use the large play apparatus. Younger children bounce on the small trampoline or play with the water and sand.

The childminder effectively incorporates the Early Years Foundation Stage curriculum into her provision, enabling every child to develop as they play. She knows each child very well as she regularly observes every child and uses this information to identify their continual progression and development. She promotes each child's continual development through topic based plans, incorporating a balance of adult led and free choice activities. The childminder sits at the child's level skilfully supporting their ongoing development as they explore the toys and equipment. For example, helping the children build their train track. All the children enjoy opportunities for some one-to-one time with the childminder as she works closely with her colleague. For example, babies and toddlers enjoy special time with the childminder while others play together in a small group activity. Regular discussions with parents ensure they are fully involved in their child's ongoing progress and development.

All the children are very confident in the setting. They enjoy exploring the toys and equipment as they develop their skills. Babies are encouraged to reach for their toys and are given opportunities to develop their rolling over skills. Older children

work together to build a larger train track. Children enjoy using the wooden trees to create a forest and discuss what happens when the wind blows the leaves. All the children enjoy exploring water, paint, sand, glue and dough on a regular basis. Children recognise numbers up to ten, know their house number is seven and can name a wide range of colours and shapes. They enjoy dressing up and role play activities. Older children complete a forty piece puzzle unaided and help a younger child complete a large floor puzzle. All the children enjoy regular opportunities to develop their social skills as they play with other children at the local childminding drop-in group. The children know the rules of the home and recognise the importance of sharing the toys and equipment. They enjoy regular praise and encouragement from the childminder, and this helps to develop their confidence and self esteem.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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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