

Inspection report for early years provision

Unique reference number	136621
Inspection date	31/07/2009
Inspector	June Fielden
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 1999. She lives with her partner and two adult children in Orpington, Kent, close to shops, parks and schools. A family friend also resides at this address. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has two guinea pigs as pets.

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 4 children part-time in this age group. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder also offers care for children aged up to 11 years.

The childminder collects children from the local school and regularly attends parent/toddler groups.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in a warm and friendly environment and the childminder has an effective understanding of their individual needs. She promotes all aspects of their welfare and learning with success. The childminder has a good partnership with parents and other professionals involved in children's care. She understands her strengths, and areas for further development, and seeks parents opinions to assist her in evaluating her setting.

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 planning
- ensure that all wires that are accessible to children in the home are included in the risk assessment.

The leadership and management of the early years provision

The childminder has written policies and procedures in place and all the required records to effectively ensure children's well-being. She frequently attends training and workshops to keep her knowledge up to date in order to improve outcomes for children, which she identifies as one of her key strengths. The childminder enjoys working within the requirements of the Early Years Foundation Stage (EYFS) and sees the activities she provides for children as a positive feature of her practice. She has taken steps to rectify the area for development identified at her last inspection and now ensures that all floors, toys and equipment are cleaned

regularly. The childminder sees work on her planning as ongoing and is continuing to adapt this. She consults parents on any changes they would like her to make to the provision. The childminder has an effective understanding of how to raise children's understanding of diversity and the world around them. She celebrates festivals from other cultures with children and asks their parents to bring back artefacts from visits abroad to share with others at the provision.

Parents are kept well informed about the setting. The childminder has a folder containing information about her practice and her family, which she shows to new parents. She gives them a copy of all her policies and procedures at the introductory visit to her home. The childminder raises parents' awareness of the EYFS and puts details of the six areas of learning in their contact books. These books provide them with details of what children eat, the sleeps they have and what they do. The diaries sometimes include photographs of children engaged in activities and a note the areas of learning covered. The childminder speaks to parents at the end of each day and they know that they can call or text her at anytime if there is something they wish to discuss. Children's development records are always available to parents. The childminder speaks to staff at other settings children attend. She finds out about what they have been doing at these groups to enable her to develop this work further, when applicable. She also follows the advice given by other professionals involved in children's care. The childminder has an effective knowledge of safeguarding and how to protect children from harm.

The quality and standards of the early years provision

Children experience a good balance of adult-led and child-initiated tasks. The childminder covers all areas of learning in her planning, which is based on children's next steps in learning. Although, currently it does not easily enable her to see how regularly she is covering each area. She keeps a separate development file for each child, which includes her regular observations and some photographs and samples of children's work as evidence of their achievements. These show that children are making good progress in the EYFS. Children applaud themselves when they are successful, and the childminder also claps them, raising their self-esteem. The childminder builds towers with the construction equipment as she talks to young children about the colour and size of these buildings. Children develop their small muscle skills as they handle the small bricks and puzzle pieces. They exercise at the groups they are taken to by the childminder or as they play with the large equipment she provides for them in her garden. She talks to children about the different places they visit on holiday and shares books with them about other countries. Young children use brightly coloured shape sorters and musical instruments which the childminder encourages them to shake around to make different sounds.

Children follow effective hygiene practices and routines. They are encouraged to cover their mouth when they cough and to clean their hands before they eat. The childminder raises children's understanding of healthy eating by taking them to the shops to buy some of their food and involves them in the cooking. Children use paper towels or their own colour coded towels to dry their hands on, to prevent the spread of infection. They are offered a varied and balanced diet. Children are

given healthy snacks of fruit and water and main meals are made from fresh ingredients. The childminder has many efficient measures in place to keep children safe, including gates to prevent them entering particular areas of the home unsupervised, and she regularly practises her fire drill with them. Although, there are currently some wires that are accessible to children in her house. The behaviour management strategies used by the childminder are applicable to children's age and stage of development. She promotes good behaviour with praise and informs children's parents when they have been particularly helpful. Children use electronic toys and assist the childminder in printing things on the computer to develop their knowledge of information technology. They solve problems as they make jigsaw puzzles and use the construction equipment.

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
--	-----