

Inspection report for early years provision

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| Unique reference number | 115561 |
| Inspection date | 04/08/2009 |
| Inspector | Christine Lynne Hodge |

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| 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.

Description of the childminding

The childminder has been registered since 1999. She lives with her husband and two daughters aged eight years and 19 years, in a house in Bexley. Areas of the home used for childminding include, the whole of the ground floor and the first floor bathroom. There is a fully enclosed garden available for outside play. The family have a golden retriever, two rabbits and some fish.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early year age range at any one time. She is currently caring for three children in this age group. She also offers care to children 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 her local school and attends a toddler group on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are safe and secure and enjoy a close relationship with the childminder. Her well developed knowledge of the children she is minding ensures that she is able to successfully provide for their individual care and learning needs. Effective partnerships with parents ensure that information regarding children's daily routines and progress is regularly shared. The childminder is committed to continually improving her practice and has some systems in place for self-evaluation.

What steps need to be taken to improve provision further?

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

- continue to develop systems for self-evaluation
- develop a system for finding out more from parents about children's starting points
- complete and record a fuller risk assessment.

The leadership and management of the early years provision

Since her previous inspection the childminder has completed her NVQ at level 3 in Childcare and Education, together with several other courses and workshops which include updating her first aid certificate, Early Years Foundation Stage (EYFS) training and safeguarding training. She has completed the recommendations, ensuring that her home is always clean and well maintained and that toys are stored safely. She has also reviewed and revamped her medication record forms. The childminder is keen to attend further training and in the future is hoping to

study for her NVQ at level 4. Although she has not yet completed the online self-evaluation form she has identified some areas which she feels will improve her practice.

The childminder's home is well organised and provides children with good space for indoor and outdoor play. Although full risk assessments are not recorded, daily safety check lists identify possible hazards and ensure her home is safe and secure. Toys and play resources are stored at the children's level enabling them to make choices about their play. The childminder is committed to providing a fully inclusive service and ensuring children are fully protected in line with Local Safeguarding Children Board procedures. Parents are made to feel welcome and are provided with good information about their children's care and progress through verbal discussion, contact books, photographs and scrape books containing samples of children's work. Systems for finding out about children's starting points from parents are less established. Most required documentation is in place and is well maintained.

The quality and standards of the early years provision

Children are well supported across all areas of their learning and development. The childminder tracks children's progress by keeping a scrape book for each child containing pictures and samples of activities and photographs. She has recently introduced a system for simple observations to identify the next steps in children's learning and development. Flexible planning is based on children's likes, interest and individual needs for sleeping, eating and playing and is geared to their individual stage of development. Children enjoy participating in a wide range of activities that are adapted to ensure they can all take part. For example, younger children enjoy icing biscuits as a cooking activity while older children have fun making cakes.

The childminder encourages children's language skills by constantly talking to them. She confidently uses activities, routines and outings to extend children's learning and thinking. For example, when out with the children she talks to them about the shape of windows and doors and colours of cars. Children enjoy learning about nature in the garden as they plant and care for various vegetables, fruits and sunflowers. They have access to a good range of books, listen to stories and go on trips to the library to encourage their enjoyment of books. Children learn about colour, numbers and shapes using computer learning programmes and take part in a variety of art and craft activities to promote their creativity. They learn about difference by celebrating various festivals and enjoy physical play in the garden and at the park. Children relate well to the childminder and enjoy sitting on her lap for cuddles and interacting with her during their play. Babies enjoy learning new social and independent skills such as feeding themselves. They have fun socialising with other children at toddler groups and on visits to other childminders.

The general welfare of children is well promoted and is underpinned by a number of policies and procedures that are shared with parents. The childminder ensures that children are provided with a healthy balanced diet and have access to regular fresh air and exercise. Her home is clean and well maintained with necessary

safety precautions, such as safety gates and socket covers in place to keep children safe. Children are taught about good personal hygiene and the childminder has good procedures in place to protect them 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

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| 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

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| 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

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| 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 |

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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

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