

## Inspection report for early years provision

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<b>Unique reference number</b>	136834
<b>Inspection date</b>	07/12/2009
<b>Inspector</b>	Susan Linda Capon
<b>Type of setting</b>	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 1996. She lives with her husband and three adult children in a home situated in Bromley in the London Borough of Bromley. The whole of the premises is available for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight at any one time. Of these, three may be in the early years age group. She is currently minding three children in the early years age group on a part-time basis.

The childminder walks to local pre-schools to take and collect children. She makes regular use of the local amenities including parent and toddler groups, parks and the library.

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 a very professional, conscientious approach to her childminding, enabling her to develop the service she provides for all children and parents. Children are fully occupied and busy each day as they eagerly explore the wide range of stimulating and interesting toys, equipment and activities. The childminder promotes inclusive practice throughout her provision, recognising each child's unique characteristics and individual needs. She has completed a wide range of additional training, effectively implementing her new childcare skills and knowledge into her daily routine. The childminder thoroughly self-evaluates the provision she offers, incorporating the views of parents and children. She demonstrates a clear ability to continue to develop the service she offers as she has suitably completed all previous recommendations raised at the last inspection. The childminder continues to develop good relationships with all parents, enabling them to be fully involved in their child's 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 close relationships with other providers delivering the Early Years Foundation Stage to minded children, ensuring there is a clear two-way flow of information, promoting continuity of care, learning and development.
- continuing to develop childcare skills and knowledge to sustain high quality care, learning and developmental opportunities for the children attending.

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

The childminder's enthusiasm for childminding demonstrates how she is dedicated to continually developing her service, providing high quality care and learning opportunities for all the children attending. She has extended her policies and procedures, implementing these at all times to ensure the children are safe and secure when in her care. The childminder has attended a wide range of additional training opportunities particularly extending her knowledge and understanding of the Early Years Foundation Stage and safeguarding children requirements. She ensures all household members are suitable and never leaves the children with an un-vetted person.

The childminder continually self-evaluates the provision she offers, identifying areas for development and improvement. For example, she evaluates all activities, ensuring they meet the needs of every child participating. She intends to continue to attend more training opportunities to sustain the level of service she provides. All previous recommendations have been fully completed, promoting high quality of care for everyone using the provision. For example, she has improved her records and equipment representing diversity and developed her safeguarding awareness.

The childminder completes extensive risk assessments for all areas of her home, garden and outings undertaken with the children. She minimises all potential hazards, preventing any unnecessary accidents and keeping children safe and secure at all times. For example, children are unable to access the kitchen as this is gated and the front door is fully secure, preventing children leaving unnoticed.

The childminder has previously cared for children with specific needs, working closely with other professionals to maintain continuity of care. She is aware some of her current children attend pre-school and has some contact with the professionals delivering the Early Years Foundation Stage curriculum. These arrangements require developing to promote continuity of care and learning for each child.

The children's welfare and safety are paramount to the childminder. She ensures her home is clean and in good order throughout. All toys, equipment, furniture and activities are checked for safety and cleanliness on a regular basis. Her equipment is regularly rotated, promoting a stimulating and interesting environment relevant to the needs of the children attending. Children enjoy regular opportunities to learn about other people and the world about them as they explore the wide range of toys and equipment reflecting diversity. They are learning about their local community through attending carer and toddler groups as they socialise with different children.

The childminder continues to develop close relationships with the children's parents. Parents like her positive, caring and dedicated approach to ensuring children have fun while developing their independence skills and confidence.

Others have found her very accommodating when they required more flexible arrangements, enabling them to continue to work while their child enjoyed continuity of care. Excellent settling-in arrangements enable children to quickly feel at home and confident with the childminder. Parents receive extensive information about the provision through the childminder's portfolio, including the policies and procedures which underpin her daily routines. Information about activity plans enables parents to be fully involved in their child's learning and development. For example, children wear clothes reflecting the colour of the week or find objects to show the other children.

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

Children spend their day in a very clean, bright, warm, welcoming child-orientated home. They have ample space to explore their boundaries and the resources in safety. The children make their own selection from the readily available resources, developing their independence skills as they play and learn. They are very aware of how to keep themselves safe in the home and on outings. For example, they hold the table as they climb down from their booster seat and hold the buggy when walking close to busy roads. The children enjoy practising the emergency evacuation procedures and know a fire engine helps to stop a fire. They are confident to share their feelings with the childminder, enabling her to help them feel safe and secure.

The children are aware of the importance of healthy eating. Parents provide healthy meals in agreement with the childminder's policy and procedures. Children enjoy learning about healthy and unhealthy foods as they participate in healthy eating activities. For example, they recognise pineapple, eggplant and grapes are good for them. The children sit together at mealtimes, helping to encourage everyone to eat well as they enjoy the social occasion. They all understand the importance of following good hygiene routines. Good hand washing is promoted through singing a song about washing their hands as they get rid of the germs.

Children enjoy ample opportunities to play outdoors as they walk to and from pre-school, visit the local park or play in the garden. They enjoy exploring the snow in winter and watching the birds feeding in the garden. Children enjoy bouncing on the trampoline or crawling through a tunnel in the garden. They jump and climb in the park using the large play apparatus, developing their physical skills. Younger children use the furniture to help them stand and take their first steps as they progress from crawling.

The childminder effectively incorporates her observation, assessment and planning training into her setting. She provides ample opportunities for the children to learn as they play covering all areas of the curriculum. Her well organised observations inform her future plans, taking into account each child's personal interests and developmental needs. She skilfully supports children's ongoing learning and development as she sits at their level, playing and conversing with them as they explore the equipment. Children enjoy some one to one care when other children are at pre-school, developing a close relationship with one another.

All the children are confident in the setting. They have formed close relationships with the childminder, her family members and other children attending, making them feel at home and part of the family. Babies and young children enjoy exploring the natural items in the holistic basket. Children enjoy ample opportunities to explore a wide range of materials. For example, they particularly enjoy sponge and potato print painting. The children enjoy visiting Polehill Garden Centre where they feel and smell the different plants and trees. Cooking activities are a firm favourite as they weigh and mix the ingredients to make their own cakes. Children enjoy dressing up as a princess and wearing the bead necklaces as they take their baby for a walk. They enjoy looking at books and singing songs and rhymes with the childminder, developing their language skills. Ample opportunities for mark making enable children to develop good pencil control as they learn to write their own name using recognisable letters. All the children behave well, understanding the importance of sharing and taking turns with the toys. The childminder regularly praises and encourages the children's achievements, developing 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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