

Inspection report for early years provision

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Inspection date	09/11/2009
Inspector	Linda Margaret Nicholls
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 2006. The registration is for the Early Years Register and both the compulsory part and the voluntary part of the Childcare Register. The registration is for four children at any one time of whom two may be in the early years age range. The registration does not include overnight care. There are currently five children on roll of whom three are the early years age range. The childminder lives with her husband and children aged three and five years in Erith, in the London Borough of Bexley. Ground floor rooms are available for childcare, and there is an enclosed garden for outside play. There are shops, schools and parks within walking distance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder recognises the uniqueness of each child and provides support so that no group or individual is disadvantaged. Children make considerable progress in their learning and development. Safeguarding procedures are clear and effective so that requirements for children's welfare are fully promoted. Partnerships with parents and others are used to promote good quality education and care. The processes of self-evaluation and planning for improvement are informal, but effective. Improvements made since the last inspection have ensured children's safety should there be accidents. Parents are informed, sign and agree to the service provided.

What steps need to be taken to improve provision further?

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

- consider the introduction of a record of learning achievements and starting points, taking into account information provided by parents, for the monitoring of individual children's progress
- continue the development of contacts with other providers of the Early Years Foundation Stage and introduce systems to monitor the continuous improvement of the service provided.

The effectiveness of leadership and management of the early years provision

The childminder ensures children are safeguarded with clear procedures in line with current Local Safeguarding Children Board guidelines. All adults in the home have current clearance checks and visitors are properly identified and supervised. A comprehensive range of risk assessments is effectively carried out on all areas of the home used for childminding, including a procedure for regular and occasional outings with the children. Safety and security are maintained at all times while children are encouraged to be aware of risks for their own safety. The emergency

evacuation plan is displayed and its practice recorded to ensure boys and girls are aware of what to do in an emergency. A register closely monitors the safe arrival and departure of children who attend.

Ongoing support for each child is assured by regular completion of required records and documentation is available providing all necessary information for learning and welfare requirements. Starting points identifying individual achievement are not gathered formally from parents or carers. All relevant records and daily information about activities and events are shared with parents, including accident and medication records. The childminder provides a variety of positive images of cultural and physical diversity and plans for children's active participation in community activities, such as making African masks during Black History Month.

The childminder has a professional attitude to the development of the service she provides, although self-evaluation is not yet recorded. Her reflective practice identifies the strengths and weaknesses in her provision. She is proactive in refreshing her professional training. Parents are encouraged to share their opinions of the activities and service she provides, during a daily exchange of information. The childminder listens to children's opinions of the activities she provides and plans to meet their requests when these are given. Parents are clearly informed of regulatory requirements and contact numbers. The childminder is aware to build on her positive relationships with other providers of the EYFS so that she may extend and support children's learning and development and the continuous improvement of her provision.

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

Children are engrossed in their drawings and play happily, showing they are settled and secure. They confidently discuss what they are doing, and who they are doing it for because the childminder is closely attentive. She responds with conversation and information to reinforce their learning. Children practise and acquire language skills naming colours and recognising number. They choose books to look at, examining the illustration closely, counting the number of rabbits on a page and selecting a favourite, Cinderella, for the childminder to read to them. They learn why light-coloured pink pencil marks do not show up on pink paper but that dark pink pencil marks do. Boys and girls' learning progress is clearly identified from observations and photographs that aid the planning of activities to extend and develop skills. Children enjoy purposeful play both indoors and outdoors with opportunities to use a range of equipment and develop physical skills. They experience fresh air and exercise as they take part in sports activities the childminder arranges, such as egg and spoon or sack races with older children when they return from school. Children are absorbed as they operate the toy CD player, fitting the CD into position, closing the lid and pressing buttons to start play. They clap hands, slap their thighs and move their heads in time to the music as the childminder sings Polly Put the Kettle On. They make independent choices from resources they can directly access, including role play items, such as dressing up outfits, dolls and cots and small world figures that provide positive images of physical and cultural differences. Boys and girls engage in problem solving as they

arrange coloured circles to build a picture of a caterpillar. They explore the texture of sand and water as they play outside.

Children have a growing awareness of technology through the use of cameras, calculators, CD players and a lap-top computer. Children know the names of other children who attend, where their mummy is and why their mummy is at work, so they build relationships and knowledge of the world. They extend their understanding of similarities and differences as they meet other children at community venues. They learn about their immediate locality during walks to and from school, and rapidly develop social skills and respect for others as they join singing sessions at the library.

Children understand how to keep themselves safe, they move between rooms easily. They learn road safety as they walk along the road and know to keep near the childminder when they play in the park. Children enjoy warm, close interaction with the childminder who shows she knows them well. Children are polite and behave well because the childminder provides a good role model. They know the home routines and that they have to wash their hands when they use the bathroom or to put their hands across their mouth when they cough to stop the spread of germs. Children's independence is quietly encouraged because the childminder allows them to develop self sufficiency. They learn to contribute to tidying away resources no longer required, putting books into the book cabinet or placing pencils on the table with care.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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