

Inspection report for early years provision

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Inspection date	20/10/2009
Inspector	Linda Margaret Nicholls
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.

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Description of the childminding

The childminder was registered in 1996. Registration is for the Early Years Register and both the compulsory and the voluntary part of the Childcare Register. Registration does not include overnight care. Registration is for six children at any one time, of whom three may be in the early years age range. There are currently 5 children on roll, of whom three are in the early years age range. The childminder lives with her husband, mother-in-law, daughter, her partner and two grand-children aged one and five years old in Barnehurst, Bexleyheath, Kent. Ground floor rooms are available for childminding. The family bathroom is situated on the first floor and there is supervised access. There is a secure garden for outdoor play and the childminder makes use of nearby play parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a secure knowledge of each boy and girl she cares for, which supports her to successfully meet the learning and welfare requirements. Children are safe and secure in the childminder's home and when on regular outings in the locality. The childminder builds flexible and positive partnerships with parents and others which effectively help her to meet children's individual needs. The positive use of her self-evaluation and reflective practice ensure that the childminder is successfully continuing her professional development and the development of her childminding service.

What steps need to be taken to improve provision further?

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

- consider a variety of methods to record, assess and plan for children's individual progress through the early learning goals, as well as for general adult-led activities.

The effectiveness of leadership and management of the early years provision

The childminder ensures that all adults in her home remain suitable and clear safeguarding procedures are followed. She maintains direct supervision of the children in her care and visitor details are checked. A comprehensive range of risk assessments is held and visual daily checks are carried out on all areas used for childminding to ensure children's safety and security are maintained at all times. Emergency evacuation plans are in place and practised with all boys and girls. A register efficiently records the arrival and collection of the children in her care.

Well organised systems ensure that all required records and documentation are available and these clearly provide all the necessary information for the ongoing

support of individual children. The childminder is effective in sharing all relevant records with parents, including any accident and medication records. Daily information of activities and events are exchanged providing continuity of care. The childminder promotes equality, diversity and inclusion of all children and provides boys and girls with challenging activities and experiences. She uses resources from the internet, toys, games and books, together with activities in the community, to ensure all children build positive relationships for the future.

The childminder has started to make an effective use of self evaluation. Her reflective practice identifies the strengths and weaknesses in her provision. She is proactive in the continuous improvement of the service she gives, attending training or receiving mentoring for the support and development of her understanding of the Early Years Foundation Stage requirements. The childminder has established contacts with other providers of the early years learning goals. Written records for parents describe the individual learning journeys of their children. The childminder is aware of how these partnerships are effective in extending and supporting individual boys' and girls' learning development.

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

Children are happy, growing in confidence and very well settled in the comfortable and calm atmosphere of the childminder's home. They are cared for and nurtured by the warm, close, relationship they have with the childminder, ensuring they feel secure to make their own choices from the toys and activities provided. Children's learning and development is very well supported by the well-rounded knowledge the childminder has of each child in her care. The childminder uses observations and assessments to reinforce and build a clear picture of children's achievements and next steps to learning.

Children chatter as they play because the childminder listens closely to what they are saying, responds enthusiastically and, with open questions or praise, supports their increasing confidence and developing language skills. Children play with play dough, squeezing and moulding the material into shapes, or using tools such as scissors to cut the dough. Children describe the pieces as 'five dinosaurs' and explain they have seen 'a big dinosaur' with a family member. The childminder encourages children to name colours and count dough pots. She extends their language describing 'darker' or 'lighter' colours and asking them to point out the difference. Children look at books independently, turning the pages with care. They sing confidently as they play and are praised when they attempt to match the dough with the shape on the mat. Children sit astride a small wheeled toy, or watch the wheels of the small world train as they push it along. They talk with the childminder at snack time, describing the fruit segments as sweet, and recognising that the apple is hard and the orange is soft. The childminder provides mark-making and craft equipment so that children learn to use a range of tools to explore a variety of textures and materials. Children know their work is valued because the childminder praises their attempts to make a snake or a dinosaur.

Children move confidently throughout the play areas of the home where they have

direct and safe access to a good range of suitable toys, equipment and resources. Children learn about road safety and the wider world through regular walks to and from local schools or visits to local venues. They learn to contribute and to be responsible as they help the childminder to put the play dough back into the pots when they are finished with it. Boys and girls extend and reinforce their physical skills during daily outdoor play in the childminder's garden or at local play parks.

Children are carefully supported in the development of personal hygiene through the use of effective hygiene routines. Children learn to wash their hands and can help themselves to drinks from their own beakers that are easily accessible while they play. Children are offered a good range of healthy and balanced meals and snacks. Children's personal records hold detailed information of special dietary restrictions they may have. The childminder works closely with parents to ensure children's individual dietary needs are met. Children behave well, and are polite, because the childminder has a clear understanding of the importance of positive strategies to support the behaviour she wants. She actively encourages children to share and take turns, and is clear in her explanations to use toys and equipment safely and with care so that the items remain available for all children to play with.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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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