

Inspection report for early years provision

Unique reference number	EY269593
Inspection date	19/02/2010
Inspector	Christine Lynne Hodge
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.

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 2003. She lives with her two children aged eight and eleven years in Bexleyheath in the London borough of Bexley. The living room and dining room are available for childminding. There is an enclosed garden for outside play. The childminder can walk to local schools, shops, a library and play parks. The family have a Staffordshire dog. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register for a maximum of five children under eight years. She is currently caring for two siblings in the early years age range. the childminder is a member of the national Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides children with a warm and welcoming environment in which they are happy and settled. Her secure knowledge of children's home circumstances, interests and abilities, together with successful partnerships with parents ensures that she is able to effectively meet children's individual needs. Children's health and safety is given priority and is underpinned by generally secure policies and procedures. The childminder has recently started to self-evaluate her practice and has identified areas of the Early Years Foundation Stage (EYFS) that she feels she needs help with, in order to improve her practice and outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop the system for charting children's progress and share the information with parents
- ensure that risk assessments are dated and that the child protection policy is updated in line with Local Safeguarding Children Board procedures
- increase positive image play resources to help children learn about equality, diversity and equal opportunities
- continue to develop a system for self-evaluation

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of child protection issues and her role and responsibility for safeguarding children. However, although she has the booklet "What to do if you are worried a child is being abused" her child protection policy has not been updated in line with Local Safeguarding Children Board procedures. A thorough risk assessment has been completed on the premises, although it has not been dated, and all necessary safety precautions are in place.

All required documentation is in place and is well maintained.

The childminder welcomes all families into her home and takes time to get to know individual children and their family background and home language. She develops friendly relationships with parents and works in partnership to provide consistency and ensure children's needs are met. Although information about children's routines, activities and progress is shared verbally on a daily basis when children are collected and dropped off, the childminder does not have any system in place for sharing developmental records with parents.

The childminder makes good use of the space available within her home and resources are well organised and accessible to children. This enables children to make choices as they select toys and develop their independence. Although children can learn about diversity on outings to toddler groups, opportunities are missed to advance their learning further due to the limited positive image play resources available to them at the childminder's home.

The childminder has recently printed off and started to fill in the Ofsted self-evaluation form by hand. Although she has not been able to attend any training since her previous inspection, she has read the EYFS pack and has identified some areas such as observation, assessment and planning she would like help with in order to improve her practice.

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

The childminder knows the children well and supports them to make good progress in their learning and development through a varied range of indoor and outdoor activities. Children are happy, settled and very much at home with the childminder. They feel safe and secure because she builds their confidence through familiar routines, and is consistently available to join in activities and extend their learning. Children enjoy sitting on the floor with the childminder to build with bricks and to look at familiar books of their choice. They enjoy pretend play and playing matching games with her, and through this activity they are learning social skills such as sharing and taking turns. The childminder uses daily routines such as walking up and down stairs to the bathroom to help children with counting and numbers. She constantly talks to children to encourage their language and listening skills. Children enjoy taking part in a variety of activities for mark making to help them develop their early writing skills. During the week the childminder takes children out to a toddler group where they socialise with other children and to the park and soft play centres for physical activities. In the better weather children enjoy playing outside in the garden on the large trampoline and the childminder has identified that she would like to provide some planting and growing activities to help children learn about the nature

The childminder is aware of children's individual needs and observes children through spending time with them during activities. She uses a tracker book to chart their progress although the information recorded does not show how she plans for children's next steps and is not shared with parents.

Children's welfare is well supported through the maintenance of good standards of hygiene and cleanliness in the childminder's home. Children learn the importance of personal hygiene routines such as washing their hands after going to the toilet and before meal times. The childminder provides children with healthy meals and snacks together with regular drinks throughout the day. Provision is made for children to rest and to take part in regular physical exercise. Children relate well to the childminder and are reluctant to go home. They enjoy lots of praise and encouragement as a reward for positive behaviour and make a positive contribution as they learn a new language and feel a valued member of the community.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	3
The extent to which children develop skills for the future	3

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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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