

Inspection report for early years provision

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Inspection date	15/03/2010
Inspector	Sandra Patricia Jeffrey
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 has been registered since 1982. She lives with her husband and adult son in a house in West Wickham. Shops, schools, parks and a station are within walking distance. The whole of the downstairs is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time, three of whom may be in the early years age range. There is currently one child in the early years age group on roll. The childminder also cares for older children.

The childminder holds a level 4 childcare qualification and helps to run a local toddler group. She is a member of the National Childminder Association and the local childminding network. She is also the Chair of the Bromley Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is highly professional and provides an inclusive and welcoming environment for children, in which their unique needs are fostered to a high standard. All children are valued, therefore, enabling children to feel safe and secure by the childminder who works tirelessly to provide stimulating activities that promote children's learning and development, so, consequently, children flourish in her care.

The childminder is very flexible and sensitive to the needs of working parents and works earnestly to establish and maintain excellent partnerships with parents. There are highly effective systems in place to ensure daily communication with parents, in respect of children's day to day well-being and their development.

The childminder's ongoing self-evaluation of her provision ensures there is considerable capacity to maintain continuous improvement. The childminder is committed to attending ongoing training as part of her desire to continually improving outcomes for the children in her care.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- consider additional ways to further develop children's opportunities to self-select toys and resources, therefore, increasing their independence skills.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust, regularly reviewed and sensitively managed. The childminder demonstrates a secure understanding of her responsibilities with regard to protecting children, and ensures that local safeguarding procedures are easily accessible. Parents are made aware of her role and responsibilities, in relation to reporting any concerns.

The childminder sets herself very high standards which are embedded in all areas of her exemplary practice. She exudes ambition and drive for continuous improvement in the service she provides and is clearly dedicated to the children she cares for. She enthusiastically attends training on an ongoing basis, with the knowledge that this promotes and enhances the welfare, learning and development opportunities for the children.

The childminder provides a safe and welcoming environment, where children confidently help themselves to a substantial variety of very well maintained toys and resources. The childminder's home has been organised to maximise children's comfort and enjoyment and children evidently feel at ease in the setting, where the childminder ensures they feel truly welcomed. The childminder enthusiastically dedicates her time to them, getting down to their level and playing with them for example.

The childminder is fully committed to inclusion and values diversity and respects different cultures and beliefs. Children have access to a meaningful range of activities and resources, including an extensive range of books. The childminder encourages children to develop positive views of the wider world and increases their understanding of diversity and consideration of others as they acknowledge and celebrate various different festivals throughout the year.

The childminder completes comprehensive risk assessments each month. These include risk assessments of the many different outings and visits to toddler groups undertaken with the children. In addition, she also completes a daily visual risk assessment in the home and garden to identify any action to be taken to eliminate any potential hazards. Fire safety precautions are comprehensive and include emergency evacuation drills, which are regularly carried out, ensuring that children are familiar with the procedure. The childminder has an up-to-date first aid certificate and all appropriate medical information and consents from the parents of the children in her care.

The childminder is exceptionally well organised and manages her time effectively, enabling children to enjoy a full programme of activities. The children each have a detailed development record which contains evidence of achievements and records observations of what the children do, including photographs and examples of their artwork to show their progress and the many different activities they enjoy. This gives parents a comprehensive ongoing record of their children's development and progress and serves as a lovely record of their early years. Parents are encouraged to become actively involved in their children's learning and development and as

such, are provided with copies of the monthly planning and copies of their children's observations and assessments.

The childminder constantly evaluates the service she offers the children and their parents and seeks their views and opinions. Questionnaires are provided twice yearly and parents receive a wealth of comprehensive policies and procedures with good quality information about the service as a whole. Letters from parents viewed during the inspection, unreservedly praise the childminder for her care of the children.

Whilst there are no children attending currently who receive care from any other provider offering the Early Years Foundation Stage, the childminder is fully aware of the need to extend her excellent working partnerships to such groups, including nursery teachers and/or pre-school key persons.

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

The children's interests and needs are at the forefront of the childminder's planning for the next steps in their learning journey, which ensures their developmental needs are fore filled. Children also gain an enormous sense of well-being and security because the childminder is extremely sensitive to their individual needs and knows them exceedingly well.

Children are encouraged to learn and explore, which means they are also confident to initiate their own play and, therefore, their own learning. The children evidently feel very secure and comfortable in their environment and have formed close bonds with the childminder, this fosters their emotional well-being and helps them to achieve to their full potential.

The highly effective individualised planning clearly linked to the early learning goals, ensures that each child's needs are catered for. The childminder works closely with parents who are actively encouraged to become involved in the planning process.

Children are also encouraged to take part in spontaneous activities that interest them and are afforded as much time as they wish, to fully explore and investigate to their own satisfaction, when placing balls in a box for example. The majority of the resources are freely accessible, but others are not. This limits some of the children's opportunities to self-select toys.

Children enjoy an abundance of activities that help develop their communication and literacy skills. They receive numerous opportunities to recognise and practise letters that are familiar to them, those in their names for example and enjoy looking through the excellent range of books.

Children are given excellent opportunities to develop their skills for the future as they take part in a wealth of exciting activities and experiences, including developing technical skills as they enjoy using equipment such as the laptop with

specially adapted mouse and keyboard.

Learning opportunities are also utilised locally with daily trips out to local parks, the library and other local amenities. These visits also benefit the children by allowing them to socialise with a variety of different people, which contributes to them learning about others and themselves, thus, enhancing their understanding of the wider world and diversity.

The childminder involves the children in making decisions about healthy eating and how to maintain a healthy body. She helps children make healthy choices about their food and ensures they take part in daily physical activities to support their development.

Children benefit from consistent and familiar routines, with boundaries and rules that offer security and a sense of calm. For example, children start to take responsibility for tidying things away, so that no one trips over them, and older children are taught road safety and stranger danger awareness appropriate to their age and understanding. Praise and reassurance is used to excellent effect during children's play and, as a result, they are confident and develop high levels of 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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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