

Inspection report for early years provision

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Inspection date	05/03/2010
Inspector	Rebecca Hurst
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 1996. She lives with her husband and three children. They live in a house situated in the London borough of Bromley, in West Wickham. Nearby are local shops, schools, parks, a bus route and a railway station. The whole of the property is available for childminding. There is a fully enclosed garden available for outside play.

The family has three cats. The childminder attends two local carer and toddler groups on a regular basis. She is a member of the National Childminding Association.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll and of these three are in the early years age range. The childminder may care for no more than six children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The excellent knowledge of each child's individual needs ensures that the childminder promotes all aspects of the children's welfare and learning with great success. The children are safe and secure at all times in the care of the childminder and they enjoy learning about their local area and the world around them. The partnership with parents is a key strength and this helps to contribute significantly so that the needs of all of the children are being met. Children are making excellent progress, given their age, ability and their starting points. Regular self-evaluation by the childminder ensures that any priorities for future development are identified and acted upon, which results in a service that is responsive to the needs of the parents.

What steps need to be taken to improve provision further?

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

- continue to develop systems to monitor and evaluate practice and identify strengths and weaknesses to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of child protection and how to safeguard children. Safeguarding children is paramount to the childminder.

Comprehensive policies and procedures are in place to protect the children from harm and neglect. Full risk assessments are carried out on the home and for outings. The childminder is fully aware of her responsibilities in ensuring the children are kept safe during an emergency. Well thought out emergency evacuation procedures are in place which keep the children safe in an emergency and that are carried out on a regular basis. All adults in the home have completed CRB checks. The childminder ensures children are protected from all adults who enter the premises and that they are not left alone with them. As a result, children are thoroughly protected from harm.

Children have access to an excellent range of activities which promotes the learning of festivals and celebrations from around the world. The childminder liaises with the parents to ensure she is fully aware of the children's backgrounds and uses this information to plan activities accordingly. The childminder teaches the children about Chinese New Year, Easter, Christmas and other festivals which the children have shown an interest in. Children's learning of independent skills are enhanced through the careful placement of resources and activities in the room.

The childminder is driven to improve her knowledge and understanding of childcare practice through further training opportunities. The childminder talks to all parents during her self-evaluation process and takes into account and works on all of their suggestions. As a result, the childminding setting is responsive to all of its users. The childminder's self-evaluation process is effective as she is able to highlight areas which are her key strengths and some areas she wishes to improve upon.

The childminder has excellent partnership with the parents of the children and with outside agencies. The childminder shares all of her observations and knowledge of the children with the parents. The parents receive detailed daily feedback about the day the children have had. The childminder works with the local nurseries and schools to ensure her activities reflect the learning the children are carrying out during their time there. These work in conjunction with each other, as a result they fully enrich the children's learning experience.

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

The childminder has an excellent understanding of each individual child's development. The childminder assesses each child when they settle into her home, which ensures she is able to successfully plan to enhance their development and learning. The childminder ensures there is an excellent balance of child-led and adult-led activities. The childminder is highly skilled in adapting the activities to meet the individual needs of the children accessing them. The childminder is fully aware of the need to enhance the learning of the children by making the activities slightly more challenging each time they use them. This ensures the children are making excellent progress from their starting points, given their age and ability.

Children pick and choose which activities they would like to play with. The childminder teaches the children the importance of putting away finished activities

before new ones come out. This ensures children are aware of safety and trip hazards as well as how resources should be stored. Children are able to feel safe and very secure due to the vigilance of the childminder. Stair gates are in place to stop children entering areas which they will be unsupervised in. Children participate in regular fire drills, which ensures children's safety is paramount and any concerns are highlighted and actioned straight away.

Children enjoy learning about the world around them and the importance of being healthy through meaningful activities they participate in. Children enjoy exploring in the local woods, and they thoroughly enjoyed learning about the lifecycle of a frog. Children had their own frog spawn which they took care of with the childminder and watched as it developed through the different stages of its life. The children then took the baby frogs back to the woods to release them into the stream.

Children also aid the childminder at her own allotment plot. The children aid the childminder and her husband in thinning out the seedlings in the ground. They will then visit the plot with the childminder to care for the vegetables and watch them as they grow. The children, when the vegetables are ready, go with the childminder and pick the vegetables they wish to eat with their meals. This teaches the children where the vegetables come from and gives the children a great sense of pride as they watch what they have helped to plant, to grow.

Children are developing skills for the future through the activities and resources the childminder plans for them. The childminder encourages children to eat healthy and nutritious meals. Children are well protected from cross contamination and infection through regular hand washing. There are excellent procedures for wiping noses. The childminder has anti-bacterial hand gel in place for children to use after they have wiped their noses and ensures that tissues are in reach for children to be independent and to carry out the procedure by themselves.

The childminder is adept in asking the children open-ended questions which make them think about what they are doing. Children are making excellent progress with their development due to the skilled use of the open-ended questions. The childminder has a very calming nature about her which results in well behaved children who respond well to praise. The childminder ensures she is consistent in her approach to behaviour management and adapts it to the age and understanding of the children involved.

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	2
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

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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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