

Inspection report for early years provision

Unique reference number	128624
Inspection date	02/06/2010
Inspector	Susan Linda Capon
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 1998. She lives with her two adult children and 15 year old child in a home situated in the London borough of Bromley. All areas of the home are available for childminding and there is a secure garden for outdoor play. The family has a dog.

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 at any one time, of whom, three may be in the early years age range. She is currently minding five children under eight years old on a part-time basis. Of these, three are in the early years age group.

The childminder walks to local schools to take and collect children. She makes regular use of the local amenities, including parent and toddler groups, libraries and local parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a dedicated, professional, conscientious approach to her role and responsibilities, providing children with good quality care and excellent learning opportunities each day. Children are eager to attend, enjoying the wide variety of toys, activities and equipment readily available for exploration, as they make very good progress and development through the early learning goals. The childminder recognises the uniqueness of every child attending, fully including their individual needs, promoting inclusion for everyone using her service. She continues to develop her childcare knowledge and skills through attending additional training opportunities, effectively implementing this learning into her daily routines. The childminder self-evaluates her provision well, incorporating the views of all parents and children, enabling her to continually develop the level of service she provides. She has suitably completed the previous recommendation raised, demonstrating her ability to continue to make improvements to safeguard children. The childminder has forged strong relationships with all parents, enabling them to be fully involved in their child's day to day care, learning and development.

What steps need to be taken to improve provision further?

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

- ensure the fire control equipment is suitably secured, making it readily available for use in an emergency
- continue to develop the information gathered for individual children at registration, enabling them to develop and progress in accordance with their specific needs.

The effectiveness of leadership and management of the early years provision

The childminder enjoys spending time with the children as she skilfully supports their learning and development as they explore the wide range of activities, toys and equipment. She implements her policies and procedures throughout the provision, maintaining the children's welfare and safety at all times. The childminder is fully aware of the requirements of the Early Years Foundation Stage, ensuring she implements this well throughout her setting. All household members are suitable and she has arrangements with other local registered childminders for support in an emergency; for example, children are never left with unvetted persons.

The childminder has completed a full self-evaluation of her provision identifying her personal strengths and any weaknesses well. She is aware everyone is very happy with the provision provided and the children particularly enjoy attending. The childminder has developed excellent observations, using these to effectively inform future planning and activities offered, ensuring each child's personal development and progress is fully supported. She intends to continue to attend relevant training opportunities and is keen to achieve a National Vocational Qualification at level 3.

The childminder undertakes good risk assessments for all areas of her premises. She has now made her garden safe and suitable for children's use as she has removed the existing pond and greenhouse. The childminder checks out all new venues prior to taking children out and about, ensuring they are suitable and safe for their age and stage of development. She encourages children to learn to take care and keep themselves safe at all times; for example, they understand the importance of using a car seat or wearing a seat belt. The childminder has good emergency evacuation procedures in place, although her fire blanket is currently inaccessible for use in an emergency.

The children's welfare and safety is paramount. The childminder regularly checks all toys, equipment and furnishings, ensuring they are clean, safe and suitable for the children to use. She offers an interesting and stimulating range of well planned activities, promoting every child's personal development each day. All resources are well organised in large labelled containers, enabling children to freely self-select their favourites and sort them away after play. Children enjoy ample opportunities to learn about other people, their local community and the world about them through a wide range of resources, activities and discussions, encompassing all areas of diversity.

The childminder uses excellent strategies to ensure all children are fully involved in the provision, particularly those from different ethnic backgrounds and with English as an additional language. She works closely with all professionals involved in the child's care including those delivering the Early Years Foundation Stage curriculum; for example, the childminder shares her observations, planning and information with the local pre-school for continuity of care, learning and development.

The childminder has created strong relationships with all parents. Parents say that she is one in a million and their child loves attending, often not wanting to leave at the end of the day. Others say that she is brilliant and has fully supported the family through her flexibility, enabling the parents to work, secure in the knowledge their child is in safe hands and happy. She is helping to potty train children and developing their speech and language skills. Parents receive extensive information about the setting through the well organised portfolio, incorporating all policies and procedures, menu plans, activity plans and the individual portfolios of observations, photographs and artwork their child has achieved since attending.

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

Children spend their day in a well organised, bright, light, warm and welcoming home. They have made excellent relationships with the childminder, family members and other children attending, enabling them to feel at home and safe and secure. Children are developing a good understanding of how to keep themselves safe at all times. They understand the importance of taking care when walking up and downstairs and do not open the front door at any time. Outdoors, they are learning to cross the road safely, using the Green Cross Code and stay close to the childminder in large open spaces. They are very comfortable with the childminder, freely asking for a cuddle when they are upset or unsure of strangers visiting the home.

The children have an excellent awareness of the importance of developing a healthy lifestyle. They enjoy healthy, nutritious, home made meals and snacks, incorporating fresh fruit and vegetables. Children love being rewarded with a certificate when they taste new foods. They recognise the importance of limited biscuits and sweets as they know these do not help them keep their teeth and gums healthy. The children and childminder use excellent hygiene routines throughout the day, preventing cross contamination and the spread of infection. Children recognise the importance of washing their hands after touching the family dog or animals at the farm. Parents are aware sick children should not attend the setting, preventing the unnecessary spread of infection.

All the children enjoy regular opportunities to enjoy fresh air and physical exercise as they walk to and from school and visit the local parks or soft play areas. They particularly enjoy practising their climbing, jumping and sliding skills, using the large play apparatus or kicking and throwing a ball together. Children understand this helps them develop strong muscles and bones as they grow.

The childminder effectively incorporates the six areas of learning into her well organised plans, enabling all children to achieve all round development. She knows each child very well as she regularly observes their achievements, making individual play plans for their personal next steps for progression. The childminder evaluates her plans and focuses activities well, identifying the personal learning and achievements of each child, enabling her to develop her plans for future progression. She currently gathers limited information about a child's abilities at registration, making it more difficult to accurately plan for their ongoing progress.

The daily activity programme includes a good balance of adult-led and free-choice activities each day. The childminder skilfully supports individual development and progress as she sits on the floor with the children, interacting appropriately as they play and learn. She knows when to sit back and observe, letting children solve problems unaided as they explore the puzzles or build with the bricks.

The children are extremely confident in the setting and are all making very good progress through the early learning goals. They are keen to explore the toys and equipment as younger children press buttons, exploring cause and effect and older children competently use a laptop, selecting their own activity or programme. The children particularly enjoy visiting parent and toddler groups, libraries and music activities on a regular basis. They really miss attending when these groups are not open in the holidays, constantly asking the childminder when they are going. They enjoy socialising with others and exploring sand, water, glue, paint and dough in another environment. The children love building with the bricks, recognising the colours of the bricks they are using and discussing their tall tower or lorry or car they have made. Knocking a tower of bricks over is great fun for younger children as they scramble to collect the bricks together and build again. Puzzles are a firm favourite with all the children as they concentrate well to complete them unaided. Children enjoy dressing up and role play activities as they develop their imagination. Painting on large sheets of paper outdoors extends their opportunity to be creative together or as an individual. Everyone enjoys cooking activities as they weigh and measure the ingredients, keenly observing the changes to the mixture once the cakes are cooked. Children enjoy regular visits to local farms, feeding the animals or exploring nature trails, hunting for bugs or natural materials to create a collage. All the children are aware of the house rules and behave well. They happily tidy away the toys after playing, ensuring all the bricks are in the correct box. Regular praise and encouragement from the childminder enables them to develop good confidence and 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?	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	1
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	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	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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
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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