

Inspection report for early years provision

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Inspection date	25/01/2010
Inspector	Jeannette Waring
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 lives with her partner in a three bedroom semi-detached house in Welling, on the Bexley/Greenwich borders. The house is located close to schools, shops, parks and woodland. Falconwood main-line train station is within a five minute walk.

Children use the whole of the ground floor of the house as their play space and this includes a play room. One of the first floor bedrooms is used for sleeping babies. There is also an enclosed back garden for outdoor play. The childminder has two pet rabbits which are housed in the garden.

The childminder has been registered since 1992 and is included on the Early Years Register and both parts of the Childcare Register. She may care for a maximum of six children under the age of eight years at any one time, only three of whom may be in the early years age group. There are currently five children on roll who attend for a variety of days, four of the children are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides all children with good quality care and education within a warm and welcoming home setting. Children feel safe and secure at all times as they confidently move around the childminder's clean and comfortable home. Strong partnerships with parents ensure that the childminder is able to provide children with good continuity of care and enables her to plan effectively for their individual learning. The childminder regularly reflects on her practice and reviews her play provision, this enables her to make changes which will further improve the outcomes for children in her care.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that all adults living in the household likely to have regular contact with the children are suitable to do so (Suitability of adults)
- 28/02/2010

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

- develop a system to evaluate how effective planned activities have been in helping children to make the desired progress in the learning and development.

The effectiveness of leadership and management of the early years provision

All required documentation is in place, well maintained and carefully stored to ensure confidentiality. Good arrangements are in place to ensure that children are safe and protected from harm. The childminder regularly attends training to ensure that her Safeguarding knowledge is up to date and she has all required information relating to child protection ready to hand. Although the childminder ensured that Ofsted was aware of changes to her household some checks were not completed and an action has been set to address this. Excellent risk assessments and daily safety checks ensure children's safety in the home and enable children to develop their independence as they move from room to room.

The childminder's positive approach to inclusion ensures that all families feel welcome and all children feel valued. Children enjoy learning about elements of their own and each other's culture, for example, as they celebrate community festivals. The childminder builds secure partnerships with parents and gathers good information about each child's individual needs, interests and background. This enables her to tailor activities to support each child's learning appropriately. Links are also being established with other providers, for example, staff at children's nursery, and this also contributes to the childminder's capacity to plan for children's learning.

An excellent range of good quality toys and resources is provided for children and these are very well organised in the play room which looks, bright, interesting and inviting to children. Posters and examples of children's work are displayed on the walls and toys are stored in low level units where children can safely access them independently. In the safe and secure back garden children also enjoy using the good range of large play equipment.

The childminder is committed to making on-going improvements to her service and she routinely reflects on her practice and reviews her play provision. As a result she ensures that her knowledge remains up to date and she is able to identify areas where she would like to make improvements to an already good quality service.

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

Children enjoy their time at the childminder's home and are relaxed, settled and secure in her warm and consistent care. They enjoy the activities provided and take part with enthusiasm and even the youngest children show a good ability to concentrate and persevere at activities. During the inspection children enjoyed a painting activity lasting approximately 20 minutes and then helped the childminder tidy away and clean up. They also enjoyed listening to a story from a new book, the childminder was careful to allow time for children to ask questions and take part in the story. Later children enjoyed a variety of floor play activities, helping to tidy away between each one. At snack time older children enjoy helping to cut up

fruit and the childminder exploits these opportunities to help children think about the practical application of mathematics. For example, as children count the pieces of fruit and talk about cutting things in half etc.

The childminder demonstrates a good understanding of the Early Years Foundation Stage (EYFS) and the early learning goals and has developed an effective observation and planning system which helps her to plan for each child's individual learning at an appropriate level. Each child has their own illustrated profile which clearly shows that they are making good progress across all areas of learning. Although the childminder makes informal assessments of how well planned activities have helped children to progress, she does not currently record this.

Children's communication skills are well supported and they enjoy conversation with the childminder who asks open questions and often turns children's questions back to them, encouraging them to think and problem solve for themselves. A good range of books, cosy story times and regular trips to the library helps to foster an interest in reading. Children's knowledge of the wider world is well supported as they help to care for the pet rabbits, visit a local farm or plant seeds and help to tend the garden during the summer months. Physical play in the garden and on outings helps children to develop a healthy lifestyle and they enjoy completing a five a day chart to show that they are eating healthily. Children learn about the importance of good personal hygiene as they wash their hands before snack time and use their own brightly patterned towels. They learn to keep safe when out in the community as the childminder teaches them about road safety and the importance of holding hands and staying together.

Behaviour is very good. All children are treated with respect and they are learning to be kind, caring and helpful. They are well mannered, polite and sociable. Older children contribute to the setting by devising and writing up some rules which are displayed in the play room. Children have good self-esteem because the childminder is quick to praise and encourage them and because she values the different skills and talents children bring to her setting.

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	1
The effectiveness with which the setting promotes equality and diversity	2
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	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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