

Inspection report for early years provision

Unique reference number	115500
Inspection date	26/03/2010
Inspector	Silvia Richardson
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 1994. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age group. There are currently six children on roll, of whom four are in the early years age group and two are aged between five and ten years. Children are cared for on a sessional, part and full-time basis.

The childminder lives with her partner and their two children aged over 16 years. They live in house in the London Borough of Bexley, close to shops, parks, library and public transport links. There is unrestricted on-street parking available and suitable disability access to the property. All areas of the property are used for childminding. There is a fully enclosed garden available for outside play. The family have a pet dog and two cats. 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 outstanding.

Children are thriving in the setting, because the childminder values the uniqueness of each child and establishes very warm, caring and nurturing relationships with them. Excellent links are forged with other agencies, facilitating strong partnership working. Children are making excellent progress towards the early learning goals, because the childminder provides exciting and stimulating play and learning experiences. Individual plans for learning help bridge gaps and afford children a wealth of opportunities to experience and enjoy a broad range of cultural activities. The childminder has a high capacity for continuous improvement, through her commitment to promoting best possible outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the use of self-evaluation, assessing the impact of changes made for improvement against outcomes for children

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded in the setting, because the childminder has a robust understanding of child protection issues. Guidelines and procedures for protecting children are well set out and available to parents, carers and visitors to the setting, ensuring all adults have access to information and know what to do if

worried about a child. Risk assessment is rigorous and unique to the setting, clearly identifying aspects of the home checked on a regular basis.

Children's individual races and cultures are valued so that children feel good about themselves and their families' beliefs and lifestyles. The childminder proactively supports children in partnership with parents and carers, such as printing off photos of the children in their national costume for them to take to school. Links with other agencies are supporting children's all round welfare, learning and development needs, and enhancing children's learning experiences, such as with mastering reading. Parents and carers are fully engaged in childminding arrangements, such as encouraging healthy eating through consistent approaches, working together with five-a-day healthy eating charts. The childminder deploys resources well, creating an inclusive environment, ensuring all children enjoy equal access to play materials and activities.

The childminder is highly motivated and drives improvement through continually researching learning resources online and through childminding and parenting networks, promoting best possible outcomes for children. The childminder is continually improving experiences for children, discussing, sharing and exchanging best practice ideas with other childminders. The childminder makes good use of self-evaluation processes, identifying what works well and less well, such as developing questionnaires for parents and carers, to ensure feedback identifies areas for improvement. The childminder is not currently evaluating the impact of improvements against outcomes for children, so as to ensure any changes continue to have a positive effective on overall learning and development.

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

Children are making excellent progress because they are enjoying a superb range and variety of activities across the six areas of learning. Toys and play materials are interesting, stimulating and easily accessible, enabling children to make choices and enjoy learning. The children participate in practical activities that value diversity, supporting their learning and appreciation of racial and cultural differences. The childminder observes children effectively so that next steps planning meets their individual needs. Children's learning journeys reflect the wealth of play and learning opportunities available to them and provide parents and carers with much written and visual information about their children's attainments. Records demonstrate how the childminder values the uniqueness of each child, with positive relationships and enabling environments at the heart of the setting, promoting outstanding outcomes for children.

Children enjoy continuous opportunities to adopt healthy life-styles, particularly through exciting activities, which motivate their interest and understanding of healthy eating. They participate in practical activities promoting their understanding of how to stay safe in a range of situations, including emergency evacuation of the premises in case of fire. Children feel safe in the setting, because the childminder is warm, caring and attentive to children, nurturing strong bonds and a real sense of belonging. Children contribute positively through daily activities

and routines, including putting toys away and enjoying a family setting for meals and snacks. Children are continually developing and acquiring skills for the future through the vast range of activities provided both in the setting and out in the community. Children have clear expectations for behaviour and the childminder praises children all the time, helping them to grow socially and develop a positive disposition and attitudes.

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

The quality of the provision in the Early Years Foundation Stage	1
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----