

Inspection report for early years provision

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Inspection date	09/07/2010
Inspector	Linda Margaret Nicholls
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 was registered in 1995. Registration is for the Early Years Register and both the compulsory part and the voluntary part of the Childcare Register. Registration does not include overnight care. Registration is for a maximum of six children of whom three may be in the early years age range.

The childminder lives with her husband, an adult child and one aged 14 years. The family live in Bexleyheath, the London Borough of Bexley. All ground floor rooms of the house are suitable for childminding. There is a secure garden for outside play. The house is within easy reach of local shops, schools, woods and parks. The family have a Golden Retriever and a cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is caring and recognises the uniqueness of each child. The welfare requirements are met. Children's learning and development is supported although the initial system for recording individual observations, assessments and planning does not maintain confidentiality. Recommendations to develop safeguarding awareness and changes to recording accidents have been put in place so children are well protected. A process of self-evaluation and reflection effectively supports the continuous improvement of the service provided.

What steps need to be taken to improve provision further?

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

- identify children's starting points and continue to develop observations, assessments and planning to ensure confidentiality of each child's learning record
- introduce activities so that children learn to value cultural and physical diversity and develop positive relationships.

The effectiveness of leadership and management of the early years provision

The childminder ensures all adults in her home are vetted and meet safeguarding requirements. Child protection procedures are understood. A range of risk assessments are carried out on all areas used for childminding, including those for regular outings, to ensure children's safety and security. Resources are easily accessible to all children and are regularly checked for replacement or repair. Emergency evacuation plans are in place and a record of attendance efficiently records the arrival and collection of the children in her care.

Documentation is in place ensuring all required records are available. The well-

being of individual children is promoted because records provide information that is shared between the family and the childminder. Accident, medication and registration documents are maintained effectively, together with information about activities and events. The childminder provides resources such as toys and books to promote inclusion and diversity although activities are not planned to recognise a variety of cultural festivals so children do not routinely learn to value similarities and differences throughout the year. The childminder is aware to support children and families with special educational needs or physical disabilities.

The childminder has started to use a reflective self-evaluation process. She can identify some strengths in her provision, such as the risk assessments for regular outings and her encouragement of the development of children's social skills when they meet others at a variety of local venues. She is aware to continue to develop her understanding of the early years goals and to maintain confidential, individual records to reflect each child's progress across the six areas of learning. The childminder provides a flexible and positive partnership with parents that acts as a foundation to effectively meet individual needs. She provides clear, but brief descriptions of children's experiences and activities. She has established relationships with other childminders and is aware of how these partnerships can be used to support children's learning and development.

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

Children show they feel settled and secure as they choose to play with the abacus or the puzzles. They are confident and make independent choices from the easily accessible resources. Children demonstrate their knowledge and understanding of the world as they operate the mobile phone, flipping the lid and pressing buttons. They learn to operate the musical centre, push the buggy across the room or pretend to use the play oven to cook lunch. Children show curiosity and an eager enthusiasm to develop language skills, engaging adults in conversation and repeating words and phrases they hear. They learn conversation skills because the childminder listens to their remarks and answers clearly and calmly. The childminder asks questions that encourage them to think and gives them time to consider their response. Children show they enjoy books and stories independently choosing a story and sitting close to the childminder as she reads. Children learn to control mark-making tools such as chalks or paint brushes during craft activities. They describe the colour of the caterpillar and the apple and know the names of shapes and characters, depicted on their puzzles. Children learn number and problem-solve as they join the stickle bricks together to make a robot. They know the names for the parts of the robot, such as head, body and legs. They know the things they like or dislike. 'I like ladybirds, but I don't like bumble bees' they assert. Children enjoy daily opportunities for fresh air and exercise as they walk to and from school. Garden play with sand and water is enjoyed when the weather permits.

Children are learning how to keep themselves safe. They know to tidy up resources they have finished playing with and to share toys. They become aware of good road safety habits guided by the childminder during discussions as they walk to

and from school. Children learn about healthy food, eating the foods their parents provide. They request drinks when they feel they need them. The childminder maintains detailed information about any dietary restrictions and works closely with parents to ensure children's dietary needs are met. Children develop social skills as they meet others at outside venues such as childminders' homes or toddler groups. They learn to respect the needs of those they meet and take turns during their play, building future skills and positive relationships.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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