

Inspection report for early years provision

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| Unique reference number | 115534 |
| Inspection date | 02/06/2010 |
| 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.

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 1999. Registration is for the Early Years Register and both the compulsory part and the voluntary part of the Childcare Register. Registration is for a maximum of six children under eight years, of whom three may be in the early years age range. There are currently 13 children on roll of whom five are in the early years age range.

The childminder lives with her husband and adult family in Bexleyheath, Kent. A ground floor playroom is available for childminding and there is a secure garden for outside play. The family have a Boxer dog and two cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is highly motivated and professional, providing an inclusive and stimulating service in which children are respected as individuals. Her thorough knowledge of the learning, development and welfare requirements are applied sensitively to meet individual children's requirements. The childminder is highly resourceful and forward thinking, implementing comprehensive procedures which have a substantive and positive impact on the quality of children's learning and play. A meticulous self-evaluation process complements highly effective strategies that monitor the continuous improvement of her provision.

What steps need to be taken to improve provision further?

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

- further developing children's understanding of sustainability as they look after the environment and maintain healthy lives.

The effectiveness of leadership and management of the early years provision

The childminder is rigorous in ensuring safeguarding procedures are maintained so that all adults in her home remain suitable confirming with the local authority that her training and procedures reflect their expectations. Children are directly supervised at all times and visitors' details are checked. A comprehensive range of risk assessments are carried out, including risk assessments of routine and occasional outings. An emergency evacuation procedure is practised and exit notices are embellished with pictures of Fireman Sam so that younger children learn easily how to keep safe. A clear and effective register records the times of arrival and collection of all children in her care. Resources are arranged to challenge and stimulate children's curiosity in the ground floor playroom and in the garden. The childminder has introduced a bin for compost. Items are free-standing

or easily accessible from child-height storage containers, bookshelves and tables.

The childminder organises her documentation methodically and professionally. A wide range of written policies and procedures are available to keep parents closely informed of her methods and the expectations of the Early Years Foundation Stage. Required records are maintained clearly and effectively so that information is immediately available. Children and parents are invited to assess her provision with a feedback form to suggest ways it may be improved and an exit interview is undertaken when children move on. The childminder is acutely aware of individual needs, providing resources and support, above and beyond expectation, to ensure children and families with a range of special educational needs and/or disabilities, obtain the childcare they require. She has completed additional training, encouraging children to recognise similarities and differences and to share in the celebrations of annual festivals, such as Christmas in a community home for older people.

The childminder has established, highly effective, monitoring procedures that underpin the continuous development of her service. Clear and effective documentation provides all the necessary information to meet requirements for shared continuity of care. Her thorough and reflective self-evaluation has identified areas of strength in her provision, such as working with parents and encouraging children to plan and organise their own play. She recognises areas she wishes to develop, such as her understanding of how to support children's developing writing skills and how the foundation stage is applied in group provision. The childminder has developed and committed links with local childminders who mutually support and inform each other of current ideas and expectations. She has regular contact with the nursery which children attend and is recognised by education professionals as being highly effective in her support and extension of children's learning through play. She has received a letter of commendation that highlights her professionalism and expertise.

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

Children are active and enthusiastically engaged in a range of challenging experiences, such as role playing the Incredible Hulk, playing football or decorating group or individual craft work. Children have independent access to a wide range of stimulating and attractive equipment, including maze puzzles, books, craft tools and construction resources. The childminder records extensive observations that she uses to make fruitful assessments. Together with a local school teaching programme, she uses the assessments to construct precise planning for individual children so they learn at their own pace. General planning of adult-led activities is developed with children who offer their own ideas for the activities they wish to pursue. Parents are provided with highly detailed records of their child's progress and development. Attempts and achievements are celebrated and link to the six areas of learning, identify next steps and support rapid progress towards the early learning goals.

Children show confidence in language skills as they chat amongst themselves at

the table. They learn new words and concepts, such as freezing and melting. Photographic evidence shows children exploring seasonal weather, such as snow. They demonstrate an established sense of number and recognise shapes. They know how to count, to add on one, and to take away. They use a range of mark-making tools, such as pencils, paint brushes, and shape cutters in their play. They collaborate in purposeful actions, introduce their own themes and laugh and giggle with each other as they pretend to decorate or repair the playhouse with water, brushes and a hammer. Children make positive contributions to their own learning and development as they discuss and choose the games they wish to play. They learn to coordinate their bodies as they run with the football, throw bean bags or slide in the garden. They develop good speaking skills because the childminder speaks clearly and gives them time to reply to her questions. Children learn to cooperate good-naturedly as they write out a list of sandwich fillings they would like for lunch. The childminder encourages a love and respect of books taking children to the library regularly. Children learn to care for their environment but do not see how unwanted food scraps develop for composting. They discover how to control programmable toys and interactive resources, such as laptop computers, a printer and a camera.

Children show they feel safe and content as they move easily between the garden and the playroom. They learn to be independent in their personal hygiene routines and know to wash their hands to reduce the risk of contagious infection. Children request drinks of fresh water when they need them and learn to make healthy food choices from pieces of fresh fruit, yogurts and toasted sandwiches of ham, cheese and tomato. They have daily opportunities for spontaneous outside play, or take organised walks in local woods to note and explore plants and insects, to identify trees and to follow maps. They know the effect of exercise on their bodies, taking off dressing-up clothes when they get too warm or uncomfortable. They learn to negotiate, to respect others and develop social skills when they meet other children and adults for group activities.

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

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| 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

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| 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 | 1 |
| 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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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| 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

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| 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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