

Inspection report for early years provision

Unique reference number	161171
Inspection date	23/06/2010
Inspector	Janette Mary White

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 2001. She lives with her husband and two school aged children in Erith, Kent. All areas of the property are used for childminding and there is a fully enclosed garden for outside play. The childminder drives to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has a dog and two cats.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently caring for four children in this age group on a part-time basis. She also offers care to children aged over eight years to 11 years. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are provided with a variety of stimulating and interesting activities which links to their individual interests. The childminder's considerable knowledge of each child's unique needs successfully promotes all aspects of their welfare and learning. Parents provide the essential information about their child's individual requirements. The partnership with parents, the local school and other agencies effectively supports the needs of all children. Children's observations are actively used to chart their progress and development. This means that children make good progress given their age and ability. Children have many opportunities to learn about the wider world and they play in a truly inclusive environment. Risks are assessed and minimised ensuring that the needs of all children are met. The childminder has an effective understanding of how she uses self-evaluation. She identifies and acts upon her priorities for future development. This results in a service that is responsive to the needs of all its users.

What steps need to be taken to improve provision further?

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

- update the emergency evacuation procedure by recording fire drills in a log book with details of any problems and how they were resolved
- update the risk assessment report to take account of any assessments of risks for outings and trips.

The effectiveness of leadership and management of the early years provision

The childminder has a truly professional approach to safeguarding children. She has an excellent knowledge of child protection procedures and the signs and symptoms of abuse. She has a good range of information which is provided and discussed with all parents. For example, she uses a safeguarding children booklet and her child protection policy to highlight any action which may be needed. The childminder promotes children's safety as they discuss the procedures for crossing roads safely and washing their hands. She describes how they regularly practise fire drills, although no details are recorded in a fire log book to assess whether there are any problems and how they were resolved. The childminder uses a range of safety measures when on outings. For example, children wear a wrist band and she takes their essential details with her. In addition, she also has a first aid kit and a mobile phone for emergencies. Parents provide all the required information about their child's daily routine including details of their abilities. Links with outside agencies are fostered and valued. The childminder works extremely well in partnership with parents and local schools and pre-schools group. She regularly attends parent and toddler groups in order to make sure younger children's social skills are fostered. The childminder provides all her parents with a prospectus and information pack including her written policies and procedures. She has a clear complaints process and this ensures parents have an effective understanding of her practice. The childminder has a process to record medication, accidents and existing injuries, which parents acknowledge and they also receive a copy.

Children's records have details of their appropriate care needs, such as religion and language spoken. Parents have provided a list of everyday words in their child's home language. The childminder demonstrates the importance of working together with parents to extend this list further. She values every child as an individual and effectively promotes equality and diversity, which is embedded into her everyday practice. No child is disadvantaged and all children are treated with equal regard according to their families' specific circumstances and need. As a result, all children gain an understanding of diversity through daily activities and through positive images of equality. The childminder's excellent knowledge of each child's individual needs ensures that she promotes all aspects of children's welfare and learning successfully. Children demonstrate their clear understanding of hygiene practices. The childminder reminds them to use soap to wash their hands, although they do not always have individual towels to dry them. The childminder has a competent understanding of self-evaluation in order to maintain her future continuous improvements. She effectively adds improvements to her action plan in order to make sure these are quickly acted upon, such as providing paper towels for children to dry their hands. The childminder is motivated and has a committed approach to her role. For example, she regularly attends courses to keep herself up to date and she organises a planned series of future training courses.

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

The childminder organises a comprehensive range of activities covering all the early learning goals. For example, she produces themed activities throughout the year which link into children's individual planning. She has an analytical approach to consider the success of the activities or what she can do to make further improvements. The systems to record children's observations, which are effectively evaluated and linked to the next stage of development, are continually being developed and improved upon. The childminder uses her observations to promote children's development and effectively provides a broad range of exciting activities tailored to their unique needs. Children make significant progress in all areas of development and learning in the Early Years Foundation Stage. As a result, they learn through their play and at their own pace. The childminder's comprehensive approach to activity planning makes sure that children develop effective skills to contribute to their future economic well-being, for example, as they read books together or are encouraged to solve problems and develop as independent learners. There are themes and projects which extend the children's understanding of the wider world and how to save resources to reduce the 'carbon footprint'. Children's safety is a top priority. The childminder demonstrates how she systematically carries out weekly risk assessments within the home environment and details are clearly recorded. She describes how she conducts risk assessments for outings. Nevertheless, these details are not recorded within the risk assessment report. The childminder gently reminds children of the house rules. For example, she leads and encourages the children to tidy the toys away so they are not a hazard. As a result, children learn how to be kind to each other and the importance of tidying away when they have finished playing.

Parents discuss their children's achievements with the childminder. She assesses and uses this information together with the Early Years Foundation Stage principles to gauge each child's base line assessment. The parents are kept up to date on the activities and the daily routine through well documented records and they are provided with opportunities to view their child's progress. Children enjoy the success of what they achieve and are enthusiastic about making decisions when choosing from the easily available resources, for example, beads, interactive books, homemade sorting games or role playing with dolls and pushchairs. Children have many opportunities to self select what they wish to play with, although some storage containers are not labelled to promote children's self help skills and growing independence. The childminder promotes healthy eating and offers food and drink regularly through out the day. Children are able to access their own beaker which is stored at a level where they can easily reach. The childminder discusses with children which foods are good for you and help you grow. Children have opportunities to access a very good range of exciting activities in the garden everyday. They go for frequent walks or to places of interest, which are often linked to their themed activity. For example, they regularly visit a wildlife sanctuary to see baby goslings as part of their animal topic. The childminder imaginatively helps children gain an understanding of self care. For example, they take home a 'cuddly monkey'. A photograph record of their adventures together provides a valuable resource for the children to reflect on past events.

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	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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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

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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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