

Inspection report for early years provision

Unique reference number	EY282809
Inspection date	28/04/2010
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 2004. Registration is for the Early Years Register and both the compulsory part and the voluntary part of the Childcare Register. Registration is for six children under eight years, of whom three may be in the early years age range. There are currently six children on roll, three of whom are in the early years age range and of these two attend full time.

The childminder lives with her three children of school age in Thamesmead, in the London borough of Bexley. Ground floor rooms and a secure garden are available for play. There are shops, schools, parks and a library within walking distance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is highly motivated and caring, providing a wide-ranging, inclusive service in which children are respected as individuals. Her knowledge of the learning, development and welfare requirements is sensitively used to meet individual children's needs. The childminder is resourceful, competent and forward thinking. Comprehensive procedures and policies have a substantive impact on the quality of children's learning and play so they move forward at their own pace. A meticulous self-evaluation process complements highly effective strategies that creatively supports 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:

- gaining information of children's achievements prior to the start of placement which will allow early assessment and planning within the six areas of learning.

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. Children are directly supervised at all times and visitor details are checked. A comprehensive range of risk assessments, including those for regular and occasional outings such as trips to Surrey Quay Farm, have been carried out to ensure children's safety and inclusion. An emergency evacuation procedure is displayed and this is practised monthly so that children learn how to keep safe should there be an emergency. 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 living room and garden. Items are free-standing or easily accessible from shelving

and tables.

The childminder organises her documentation methodically and professionally. The wide range of written policies and procedures keeps parents closely informed of her methods and these are dated when reviewed. Parents are invited to assess her provision and to suggest ways it may be improved. They provide evidence of consistency and know they can trust her judgement from the daily records she provides. The childminder is acutely aware of individual needs, providing resources and significant support to individuals from a wide variety of communities. She is learning Spanish and has dual language electronic resources to support children learning English as an additional language. She encourages parents to share their festivals and special occasions and is happy to celebrate a range of annual events such as Chinese New Year or Easter egg hunts with other childminders.

The childminder has established highly effective, monitoring procedures and is becoming increasingly confident in their application to the continuous improvement of her service. Her reflective self-evaluation has identified areas of strength in her provision, such as free-flow play between the living room and the garden and the introduction of an identified daily helper from the children attending. She acknowledges the areas she wishes to improve, such as the use of music from around the world and to continue to attend professional training to deepen her knowledge of how to support children as they learn. Clear and effective documentation provides all the necessary information to meet requirements for shared continuity of care. The childminder has developed and committed links with local childminders via accreditation. She understands the importance of making contact with other providers of the Early Years Foundation Stage framework and explains this aspect of her role clearly to parents so that she may support and extend children's learning.

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

Children are active and enthusiastically engaged as they enjoy a range of challenging experiences such as throwing balls, pouring water and using the slide. They have independent access to a wide range of stimulating and attractive equipment. The childminder demonstrates she has an established understanding of the value of play for learning. She consolidates her knowledge with extensive observations, fruitful assessments and precise planning for each child. The childminder provides parents with highly detailed records of children's progress and development. Achievements are celebrated and linked to the six areas of learning, although these do not include initial information from home so there is potential delay in assessment to meet learning requirements. Planning identifies the next steps to learning and supports children's rapid progress.

The childminder is acutely sensitive to the requests of pre-verbal children. She has attended a short course of training to support the development of speech and language and is aware to give children time to respond to her observations or questions. She assesses their body language well so notices when they are self-challenging and extending their physical skills. The childminder develops children's

language with the repetition of number during activities such as counting the number of scoops of water poured. She reinforces the names of animals and the sounds they make and provides paper and crayons for first attempts at mark-making. Children sit close to the childminder learning to value the printed word and stories as she reads. They help make shopping lists for ingredients they need to cook and make creative items. They know their work is valued because the childminder displays identified samples. Children have plenty of opportunities to experience communication technology as they press buttons to hear English or Spanish or use the play phone to talk to their mum. They problem solve as they fit the bubble wand into the container. They learn to work with each other as they use the kitchen play equipment and pretend to make food for the childminder and others. They learn to coordinate their bodies as they delightedly jump to catch the bubbles or roll over and over in the play tent as the balls fall down. They learn to act upon events they have seen and develop their imaginations during role play as they put on hats or twirl a fairy wand.

Children show their contentment and that they feel confident and safe as they engage visitors in their play. They learn to be independent in their personal hygiene routines as they wash their hands at the basin, clean their teeth and use their own coloured flannel to reduce the risk of contagious infections. Children can help themselves to their own beakers for drinks of fresh water and learn to make healthy food choices from a range of vegetables and fruits. The childminder provides vegetarian and halal menus and works closely with parents to ensure cultural or personal dietary requirements are met. Children learn to enjoy fresh air daily during free-flow play from the living room to garden or when they visit city farms. Photographic evidence shows children exploring large play equipment and developing social skills such as sharing and taking turns when they meet with other children at community venues.

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

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