

## Inspection report for early years provision

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<b>Unique reference number</b>	115525
<b>Inspection date</b>	12/10/2010
<b>Inspector</b>	Amanda Allen
<b>Type of setting</b>	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 1997. She lives with her husband and two adult sons and daughter in the London Borough of Bexley, Kent close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding and there is a fully enclosed garden available for outside play. The family have a chocolate labrador puppy called Ruby.

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. The childminder has three children on roll and of these two are in the early years age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. The childminder has completed her CACHE certificate Level 3 in childminding and extending childminding practice.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children thrive in the childminder's home as she has an excellent knowledge of each child's individual needs and this ensures that all aspects of the children's welfare and learning are well promoted. The childminder delivers the Early Years Foundation Stage with exemption. Children's individual needs are met to a high standard as she is proactive in ensuring she gains an excellent knowledge of the children in her care. Inclusive practice is paramount to the childminder and she responds flexibly to the needs of each child and their family. Children are making excellent progress, given their age, ability and their starting points. Regular evaluation with the parents, alongside the childminder, ensures that any priorities for future development are identified and acted upon, which results in a service that is responsive to the needs of the parents. The childminder uses evaluation and reflective practice to build on her professional development and that of the service she provides. Partnerships with parents and outside agencies is a key strength which ensures children's needs are fully met.

## **What steps need to be taken to improve provision further?**

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

- continue to enhance the service provided by continuing to attend more professional development training

## **The effectiveness of leadership and management of the early years provision**

Safeguarding children is paramount to the childminder. Children are kept safe and secure due to the vigilance of the childminder and the robust risk assessments completes daily. The childminder has a very thorough knowledge and understanding of child protection issues and the steps to follow if she has any concerns. A comprehensive fire evacuation plan is in place for all areas of the home and all members of the household over 16 years have a fully enhanced Criminal Record Bureau check. The childminder is fully aware of her responsibilities in ensuring the children are kept safe during an emergency. The childminder holds a current first aid certificate. This means that she can give appropriate treatment if there is an accident to a child in her care. All accidents are recorded and signed by parents on collection.

The childminder promotes an inclusive environment in which all children feel valued and included. The childminder has an exceptional knowledge and understanding of how to meet children's special educational needs and/or disabilities. There is a wide range of attractive resources accessible to all children, including a large range which reflect diversity. The childminder is fully aware of the importance of teaching the children about different festivals and celebrations from around the world. She tailors the activities to the age of the children that are participating in them; this ensures they are able to learn from the activities. Children enjoy the freedom to choose from accessible resources and activities and are well supported by the childminder as she joins in their play.

The childminder has developed comprehensive self-evaluation systems which demonstrate her excellent awareness of the strengths and weaknesses to the service she provides. She constantly seeks input from the children and parents into the evaluative process so that she can gain fresh ideas to maintain continuous improvements. The childminder liaises closely with parents from the start through clear settling procedures and by asking them to provide information about their children's routines, likes, dislikes and interests. Parents are constantly encouraged to be involved in their children's learning as they are informed daily about activities their children have undertaken and have unlimited access to observations and assessments of their children's progress. Partnerships with both parents and other settings are extremely strong and a key strength of the provision. Families are included in meaningful ways to ensure excellent support for children's needs particularly around special educational needs, culture and language. The childminder has strong links with the local schools and this helps with children's transitions when starting school. These steps contribute to great continuity of care for all children. All children are well supported to be able to join in all the activities. Plenty of pictorial images and a wide range of activities are adapted for all individuals, encouraging all children to have a voice and give them access to take part in all activities on offer so that everyone is valued and included.

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

Children are eager and motivated to learn because the childminder effectively plans and closely supports their learning and play. Children show a lively self confidence and are well settled in an exceptionally well organised play environment. They show curiosity and initiate their own play and learning. They are happy and purposefully engaged because the childminder astutely matches the activities offered to their interests such as books and play dough monsters. They are extremely self assured, play effectively on their own and with others. The childminder enjoys playing with the children, she knows them well and has close, caring relationships with them. Children clearly feel at home in the environment. They achieve well in a warm and welcoming environment, effectively organised for them to learn through play. Children have free access to a wide range of stimulating and engaging resources that cover all areas of the Early Years Foundation Stage.

They are extremely self assured, play effectively on their own and with others. The childminder enjoys playing with the children, she knows them well and has close, caring relationships with them. Children are learning to negotiate with each other, to take turns as they play with the track, trucks and small world figures. They become absorbed in looking at books with the childminder and creating fuzzy felt pictures to correspond with the story of Little Red Riding Hood. They purposefully select and dress the characters and talk about the 'goodies' as they place them in 'grandmas basket'. Children show a developing sense of humour as they look and interact with the childminder during the story of the Gingerbreadman. 'He jumps on the foxes back, head and nose' says the childminder and the child copies using the props, the child then touches his own head and nose and smiles at her.

Children develop social skills both inside and outside the home. The childminder plans weekly visits to the local library, other childminders and attend a variety of toddler groups. Children explore differences and similarities as they meet others at a range of cultural and social events during annual festivals. They taste different foods, dress up in cultural dress and try out art and craft skills. Children have a growing sense of self because they are respected and praised regularly. The childminder ensures she is consistent in her approach to behaviour management and adapts it to the age and understanding of the children involved. Children are able to feel safe and very secure due to the vigilance of the childminder and her warm and nurturing nature. The childminder gives them affectionate cuddles and hugs. This builds the children's self-esteem and their confidence. She plans her time well and uses medium term plans to show what themes the children will be learning for each month. She then has weekly plans in place which are fed by the interests of the children and from her themes. This keeps the planning flexible, fun and enjoyable for all the children.

The childminder plans extremely effectively for each child's individual needs. Children have clear and defined starting points, which the childminder works with the parents to obtain, and they are making excellent progress from these. Observations are detailed and have the next steps clearly outlined for the

childminder to successfully progress the children further with their development. The childminder uses a broad spectrum of evidence to assess the progress the children are making, for example, she uses written observations, photographic evidence as well as the children's art work. These assessments are linked to the six areas of learning, consequently, the childminder is able to see what areas she needs to work on with the children. All activities that the children participate in are tailored for their specific age range and their abilities. As a result, children are making excellent progress in all areas of learning.

Children gain a rounded and thorough understanding of good personal health and hygiene practice through a wide range of daily experiences. Children are taught about the importance of personal hygiene throughout their day at the childminder's. She also ensures the children have their hands washed before and after they eat, after using the bathroom and when coming in from playing in the garden. Children have daily access to physical activities, through meaningful games, where the children learn about turn taking and working together, such as musical action games, as well as the more physical activities such as ride on toys. All activities are linked to what the children are learning about. All children have extremely healthy and nutritious meals and snacks which are provided by their parents. The children have open access to the fruit bowl throughout the day where they can choose pieces of fruit to snack on should they feel peckish between meals. Fresh drinking water is available at all times and children have their own individual beakers.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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