

Inspection report for early years provision

Unique reference number	EY232762
Inspection date	13/10/2010
Inspector	Claire Douglas
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 2003. She lives with her husband and two children aged 16 and 19 years in a bungalow within the London Borough of Bromley. The setting is close to shops, parks, schools and local transport links. The whole of the property is used for childminding purposes, excluding the master bedroom. The family have one pet dog, a cat and 3 goldfish. There is a secure garden available for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding one child in this age group. The childminder also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the voluntary and compulsory parts of the childcare register.

Children attend for a variety of sessions. The childminder supports children with special educational needs and / or disabilities and children who speak English as an additional language. The childminder has formed links with other Early Years settings such as the local pre-school and infant and junior schools. The childminder has a recognised childcare qualification. She is a member of an approved childminding network, is a support childminder, is a member of local care and special needs network, is a member of the Bromley Childminding Association and is accredited by Bromley Early Years to gain access to the Nursery Education grants. The childminder receives support from the Local Authority through an Early Years development worker.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminders overall professionalism and dedication to her work ensures that she excels in promoting all aspects of children's welfare and development. Children are extremely happy, safe and well cared for in her warm, inclusive home where each individual child is treated with the utmost respect and welcomed as part of the family. The ability to access consistent training ensures that the childminder confidently implements the Early Years Foundation Stage framework and in doing so ensures that all children achieve well and reach their full potential. The childminder continually evaluates all aspects of her practice, ensuring that any possible steps are taken to improve and ensure that she is fully responsive to the needs of the children she cares for and their families. Excellent systems which encourage two way communication between parents ensure that the childminder knows the children extremely well and provides the care and support they need.

What steps need to be taken to improve provision further?

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

- developing the system used for self evaluating, documenting the views of children, parents/carers and other agencies, to assist in the identification of strengths and weaknesses, providing an additional focus for improvement.

The effectiveness of leadership and management of the early years provision

The childminder has a comprehensive awareness of safeguarding issues; her understanding of her responsibilities towards the children in her care is exemplary which effectively safeguards their welfare. Robust policies and procedures are implemented consistently to ensure any concerns are prioritised and dealt with effectively. Children develop an excellent awareness of safety issues and recognise and understand how to keep themselves safe as the childminder appropriately reminds them of the reasons behind the set boundaries. Children are actively involved in all aspects of their routine, they choose which activities they want to use by selecting the appropriate picture from the pot and placing it on the 'choosing board', so the childminder can ensure she is working with the child. Thorough risk assessments are carried out daily and are regularly reviewed to ensure that children are always safe in the home and when out and about. The childminder works extremely well with parents to ensure she has a thorough understanding of each child's backgrounds and needs, so that equality and diversity is successfully promoted. Parents are encouraged to form excellent partnerships with the childminder through discussion, feedback, text messages, photographs, quarterly questionnaires, news letters and two way diaries, as well as having access to a range of well written policies and procedures. Parents comments show they are very happy with the service provided, for example, 'my child is very happy' fantastic' 'very pleased, my child is developing well and enjoys spending time with you thank you for being a positive influence' 'very happy with the range of activities, my child always enjoys being dropped off to spend the day with the childminder' 'Find it very affective to be able to communicate and approach you when ever I need'

The childminder dedicates time to building effective partnerships with other professionals where appropriate, for instance, the child minder worked with Bromley childminding network who left feed back as follows: 'I have observed the childminders interaction with the children which is excellent. She provides a warm caring and stimulating environment. She has a very calm manner and acts as an excellent role model for the children. The childminder is confident in the way she cares for children. She is modest and unassuming about her abilities and practices which she happily shares with others.'

The childminder prioritises local training opportunities; she has an extensive range of certificates which evidence her attendance at relevant childcare training and is

continually planning further courses to ensure that she is fully up to date with current practices. The childminder has completed a thorough evaluation of her service which has led to improved outcomes for children, for instance, re-organising the way in which play materials and resources are stored and accessed by the children, thus allowing the children further autonomy.

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

Children are totally at ease, happy and thriving in the childminder's care. Their sense of belonging is evident as they independently select their chosen toys and resources and move confidently around the home. Very clear fire safety precautions are in place and children learn about evacuation procedures through discussion and practices so they can act quickly in an emergency. Children's hygiene routines are effective as they wash their hands straight away when they come in from outside and before eating. They benefit from well-balanced home cooked meals and snacks that meet their nutritional needs and they learn about foods that are good for you as they take part in planting and growing fruit and vegetables in a vegetable patch in the garden. Children enjoy daily regular exercise as part of a healthy lifestyle as they climb, pedal, run and jump whilst accessing the garden area or practice kicking a ball in the local park. Children take part in a wide variety of well thought out age and stage appropriate activities and experiences that support their learning and development both at the childminders home and at the range of play centres they attend regularly. They make very good relationships with the childminder and respond extremely well to her warm and caring approach.

The childminder makes detailed observations of children's achievements which are used to plan future learning experiences and ensure activities consistently build on children's existing knowledge and skills. Children are very keen to communicate as the childminder converses with them happily at the appropriate level throughout the day. The environment has started to introduce the concept and meaning of print as some storage boxes are labeled with a picture and some written words. Planned themes account for a large part of the children's learning as they take an extended interest in certain topics which the children appear to be enjoying, for example, when focusing on 'Children's day' in Japan, the children were able to make koi carp kites and colour in Japanese clothing along with hearing a relevant story for the festival from the childminders own theme resource library, reinstating their learning.

Children are given appropriate opportunities to solve simple problems and help one another out, for example, when they work out that they need to add a little more flour to the scales to get the correct amount for the cake mixture or when they take turns to hear their favourite story. The childminder makes the most of diversity to help children understand the society they live in, as they play with a range of resources which reflect positive images of a multicultural society and they see visual images throughout the setting of those less able than others. Inclusion is threaded through most activities, for example, the children express creativity as they all take part in painting and sticking even though the ages may range from

one to four. Children are well equipped for the future as they are actively encouraged to be polite to one another and use good manners throughout there routine. Children thoroughly enjoy there time spent at the childminders, they are very well occupied and stimulated throughout the day.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

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	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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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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