

## Inspection report for early years provision

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<b>Inspection date</b>	14/10/2010
<b>Inspector</b>	ISP Inspection
<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.

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 2006. She lives with her husband and three children aged 12, 10 and 10 months in Welling, in the London borough of Bexley. The whole of the childminder's house is used for childminding, is easily accessible and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time, two of whom may be in the early years age group none may be under one. The childminder is currently minding eight children in total, one of whom is full time and seven are part time. Three children are in the early years age group, one is over five and two are over eight. The childminder is registered on the Early Years Register and on both the Voluntary and Compulsory parts of the Childcare Register. The childminder walks and/or drives to local schools to take and collect children. The childminder attends the local parent/toddler group. The family has a cat.

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

Overall the quality of the provision is good.

The childminder's well developed knowledge of each child's individual needs ensures that their welfare and learning is promoted successfully. Activities are based on the Early Years Foundation Stage (EYFS) and help children to make good progress overall according to their age and capabilities. Well developed partnerships with parents and other settings help to ensure that the ongoing learning and development needs of the children are fully met through effective communication. The childminder is proactive in her approach towards maintaining continuous improvement and is actively developing the self-evaluation process to help her to identify areas for development which will benefit the children most.

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

To further improve the early years provision the registered person should:

- extend the system for observation and assessment to include the next steps in a child's developmental progress and use this to plan for children's individual needs

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

Good systems and procedures are implemented to ensure children are safe and secure in the childminders care. For example, all adults in the home have been appropriately vetted and the childminder holds a current first aid certificate,

therefore she knows how to act appropriately in an emergency. Children's safety is given high priority. The childminder checks her home and resources regularly to ensure that all potential hazards are minimised and she has a clear written risk assessment which is signed, dated when carried out and reviewed regularly. This means that children play and learn in a safe and secure environment. The childminder's knowledge of the local safeguarding procedures is good. She is confident about the procedures to follow should she have a concern about a child in her care and displays a list of the local numbers to call for advice to ensure that parents are fully aware of the steps she takes to protect their children.

The childminder arranges her home to maximise children's learning potential. There is a very well equipped play room where a wide range of resources are stored so children can easily reach them. Children are able to move freely between rooms accessing different resources which support their stage of development well. Toys are in good condition, bright, inviting and entice children to play. This means that their independence is developing well as they make choices about what they play with. All of the required paperwork is in place and maintained to a good standard. For example, a daily record of the hours of attendance is recorded, a good range of written permissions are in place and accident and medication records are completed as necessary. This helps to thoroughly safeguard the children in the childminders care.

Children learn about people's similarities and differences through a good range of resources which reflect diversity and by taking part in celebrations from other cultures. For example, children were able to taste food made for Diwali because parents shared this with the childminder who, through discussion with the children was able to develop their understanding of different cultures. The childminder promotes an inclusive setting, welcoming all children equally enabling them to make progress in their learning and development whilst in her care. Therefore, children learn about the wider world. The childminder is effectively developing her use of self-evaluation and reflective practice to identify the areas for improvement within her setting which benefit the children most. She has a clear vision for her service and the development of the children. She is proactive in her own professional development putting high importance on attending regular training to develop her own knowledge.

The childminder is highly committed towards building good positive relationships with parents and other agencies. She endeavours to make links are made with other settings that the children attend to ensure consistency of care. Information about the children's well-being and learning is shared daily with the parents. The childminder uses telephone calls and texts to establish an excellent two way flow of communication. She supports parents extremely well discussing details of the children's progress with them on a regular basis to ensure they are fully involved with the children's learning and development.

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

Children are clearly happy and very well settled in the comfortable and relaxed atmosphere of the childminder's home. They feel safe and secure in her care because of the warm and friendly relationships they have made. Children learn and develop at a good pace because the childminder plans and provides a wide range of activities based on their skills and interests. She is very aware of the stage of development they are at and caters for their individual needs well. For example, she provides more challenging activities for the more able children by adapting these through her skilful use of questioning. She uses lots of open questions such as 'what' 'why' and 'where' during their play to make children think. Children enjoy the challenge and spend a long time engaged such tasks as inset puzzles using their problem solving skills to ensure all the pieces are in the right place. The childminder puts strong emphasis on conversation to extend learning opportunities. She is constantly naming colours, numbers and shapes during their play. For example they count their fingers as they draw around their hands and name the colours they are going to use to colour the pictures in. This means children learn new words rapidly and begin to use them in communicating things which interest them.

The childminder is fully aware of the children's abilities and what stage of development they are at. She is building a photographic picture of children's achievements by linking pictures of them engaged in activity to the areas of learning. However, she is not explicitly identifying any next steps in their learning and development; therefore any planning is not fully supporting children's progress. However, because there is good input from the childminder children are moving forward well relation to their starting points.

Children are set clear boundaries so know what is expected of them. The childminder has house rules for them to follow which teach them right from wrong. She is a good role model providing examples of being polite and kind, for example, every time a child says 'thank you' the childminder replies with 'your welcome'. Children are offered plenty of praise and encouragement for their efforts. This builds their confidence and self-esteem to a good level. Children follow effective routines to reduce the risk of cross-infection. They use paper towels to dry hands on after going to the toilet and have tissues available for wiping noses when needed. The childminder has hand steriliser available for trips out. They enjoy a healthy snack each day and learn about what food is good for them as they discuss this whilst they eat, fresh drinking water is readily available and helps children to remain hydrated. Children begin to learn to keep themselves safe as they go on outings with the childminder. Even the very young children join in with appropriate road safety because the childminder teaches them how to use crossings when they are out. Therefore they become aware of safe procedures at an early age.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### 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>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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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