

Inspection report for early years provision

Unique reference number	159643
Inspection date	01/02/2011
Inspector	Christine Hodge
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 has been registered since 2001. She lives with her husband and three children aged 14, 11 and five years, in a four bedroom semi-detached house in Bexleyheath, in the London borough of Bexley. The whole of the ground floor is used for childminding purposes. There is a fully enclosed garden for outdoor play. The family has a pet rabbit. The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of five children under eight years, of these three may be in the early years age group at any one time. She is currently caring for four children in the early years age range, of whom three are part time. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming and stimulating home environment in which they make good overall progress in their learning and development. Well established relationships with parents ensure that children's individual needs are met. Children's health and safety is given high priority and is underpinned by well written policies and procedures. The childminder is committed to continuous improvement and uses self-evaluation and training to help support her aim.

What steps need to be taken to improve provision further?

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

- demonstrate how activities are linked to the early learning goals and how the next steps in children's learning are planned for

The effectiveness of leadership and management of the early years provision

Children's safety is well promoted because the childminder completes regular risk assessments on her home and outings to ensure hazards are identified and necessary safety precautions are in place. The childminder has a good understanding of child protection issues and of her role and responsibility for recording and reporting concerns, in line with Local Safeguarding Children Board procedures. All adults have been appropriately checked and the childminder has recently updated her first aid training. Emergency evacuation procedures are prominently displayed and practiced with children. All required documentation is in place and is well maintained.

The childminder welcomes all children and families into her home. Children are

encouraged to develop a sense of their own identity and culture through positive image play resources, books and activities. The childminder develops good relationships with parents and provides them with detailed information about her setting, in a port folio containing written policies and procedures and on a display board in the dining room. Information about children's daily routines and activities is shared verbally each day and in journals which parents are invited to take home to read. The childminder understands the need to work with other childcare settings children attend.

The childminder makes good use of the available space within her home. Good quality play resources are well organised, cover the six areas of learning and encourage children to make choices about their play. She enjoys her work and is committed to providing good quality care and continually improving her practice. She does this through effective self-evaluation and attending training courses in order extend her personal development and keep her childcare knowledge updated.

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

The childminder effectively supports children to make good, overall progress in their learning and development by providing a good range of indoor and outdoor activities. She demonstrates a good understanding of the Early Years Foundation Stage (EYFS) framework and ensures that activities cover the six areas of learning. She knows the children well and what stage they are at in their development. She ensures that she provides play resources that they like and enjoy. Daily journals as used to record activities and achievements although the information recorded is not clearly linked to the early learning goals and does not identify the next steps in children's learning.

Children are happy, settled and develop close relationships with the childminder and her family, helping them to feel safe and secure. They confidently explore their surroundings in the secure knowledge that the childminder is on hand to join in activities and give cuddles when requested. Younger children have great fun building and problem solving with different shaped stacking beakers and pressing buttons as they investigate and explore with various musical and cause and effect toys. They enjoy helping themselves to books of their choice and sitting with the childminder to look at the pictures and listen to their favourite stories. The childminder uses play resources and daily routines to help children learn colours, number, shapes and letters. She promotes children's language skills by talking to them and encouraging them to respond. Younger children are beginning to vocalise and imitate adults. Children enjoy a range of art and craft activities, dressing up and role play to help them develop their creativity and imaginations. They learn about the wider world on various outings in the community.

Children's health and welfare is well promoted and is underpinned by comprehensive policies and procedures. Children are cared for in a clean, well maintained environment and learn to adopt healthy lifestyles. They learn good

personal hygiene routines and to understand the importance of healthy eating. Children have access to regular fresh air and exercise by going on walks to local parks and woods, playing in the garden and on outings to soft play centres during the holidays. Provision is made for children to rest during the day. The childminder promotes positive behaviour by praising and encouraging children's achievements and by helping children to learn appropriate social and independent skills. As a result children are happy, confident and enjoy their time spent with the childminder.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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