

Inspection report for early years provision

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| Unique reference number | EY335318 |
| Inspection date | 28/09/2010 |
| Inspector | Claire Douglas |

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| 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 was registered in 2006. She lives with her partner and three children aged 12, 10 and eight years old. The family live in a three bedroom house in a residential area of Beckenham, in the London Borough of Bromley, close to local shops, schools and parks. The whole of the property is used for childminding purposes and there is direct access to a secure garden for outdoor play. The family have one pet dog and giant African land snails kept in a tank. The childminder is registered to care for a maximum of six 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 five children in this age group. She also offers care for children aged over five years to 13 years. The childminder is also registered by Ofsted on the voluntary and compulsory parts of the Childcare Register. Children attend for a variety of sessions. The setting 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 pre-schools and the local infants school. The setting 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 childminder excels in promoting all aspects of children's welfare and development. The childminder's warm, professional and highly organised approach ensures children are extremely safe and well cared for. The childminder is fully inclusive in her practice and has an excellent knowledge of all the children, treating them as individuals and helping them to feel nurtured. The childminder encourages children to develop to their full potential and as a result they are happy and achieve well. Excellent systems which encourage two way communications between parents ensure that the childminder knows children extremely well and provides the care and support they need. Capacity for continuous improvement is strong as the childminder reflects on her practice and identifies any areas for development or training. The childminder reflects on the service she provides and takes steps to ensure that she is responsive to the needs of the children she cares for and their families.

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 evaluation, taking into account the views of children, parents/carers and other interested partners in order to further identify the strengths and any areas of weaknesses in the provision,

leading to action being taken to promote improvement in the outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has an ambition for excellence and a clear vision for the future of her setting. The childminder's understanding of child development enables her to plan effective challenges, covering all six areas of learning, to stretch children's learning, play and exploration. Children's safety is paramount and the childminder is confident about her role and responsibilities with regard to child protection. Her safeguarding policy demonstrates a secure knowledge and understanding and shows a systematic approach which both protects children and reassures parents. All visitors to the home are supervised and all adults living on the premises have suitability checks. She keeps all of the required records that promote children's health, safety and well-being. Extensive risk assessments ensure that children are safe in the home and when out and about. The childminder promotes an ethos where children are welcomed warmly and shown how they are valued as a unique individual. A varied selection of educational posters, topic books, along with displays of the children's own works of art, enable the childminder to extend children's learning. Both the indoor and outdoor environments are organised to maximise opportunities for children. There is a covered outdoor gazebo and the childminder provides free access to outdoor play, covering all areas of learning, the whole year round. For example, even in wet weather conditions children can explore nature, dig and care for plants, or prepare some lunch in the play house, out of doors.

The childminder is dedicated to working closely 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 warmly welcomed into the home and kept fully informed through daily discussions, daily diaries and feedback, as well as having access to well written policies and procedures. Parents' comments show they are extremely happy with the service provided, for example, 'The child minder has a wonderful, caring attitude and I can go to work safe in the knowledge that she is looking after my child as if she were one of her own', 'provides excellent care for the children and is extremely professional, flexible, accommodating, children are disappointed if they are not going to the child minder's', 'Delicious, nutritious meals cooked for the children and they are greeted with a piece of fruit each, when picked up from school. Having this child minder has been a huge relief because she has provided such a warm and comfortable environment for my child', 'I feel extremely lucky to have found such a fantastic child minder. I can drop off with out any concerns and when I pick up my child is always so happy as has always has a good time.'

The childminder builds effective partnerships with other professionals where appropriate, for instance when children are attending other settings such as schools and pre -schools. The childminder is committed to improving and continues to update her knowledge and understanding of childcare through accessing

relevant information from childcare organisations, books and online. She has booked training and workshops since her last inspection and identified areas of further training she wishes to pursue with the local authority. The childminder has begun to explore a variety of methods to monitor and evaluate her service, including using the Ofsted self-evaluation form and drafting questionnaires for parents. Previous actions taken to improve the service have led to improved outcomes for children. For example, implementing a starting points form for parents to fill out before the child starts provides the childminder with an accurate assessment of the child's developmental stages. This enables her to tailor the child's individual learning targets from the beginning of the placement.

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

Children are very happy, settled and at home in the childminder's care. They show a strong sense of belonging as they independently select toys and resources and move happily and freely around the ground floor and garden at their leisure. They learn to keep themselves safe when the childminder encourages them to concentrate whilst holding on to the banister when they walk up the stairs or as she reminds them why they must hold on to the buggy when walking along the street. Clear fire safety precautions are in place and children learn about evacuation procedures through practices and discussion, to ensure they can act quickly in an emergency. Children adopt simple good hygiene routines when they wash their hands straight away when they come in from outside and before eating they are taught why they need to wash their hands. Children clearly benefit from a well planned diet that meets their nutritional needs promoting fruits and vegetables with each meal. Children's awareness of healthy eating is promoted through discussions around the dining table, posters, fun cooking activities and the opportunity to plant, harvest and prepare food from their own fruit and vegetable patch in the garden. Children routinely enjoy fresh air and benefit from exercise in the garden whilst using one of the scooters, bikes or cars, walking to take and collect from pre-school and school, and visiting local parks and activity centres.

Children take part in an extensive variety of activities and experiences that support their learning and development both at the childminder's home and at the range of play centres they attend regularly. They make excellent relationships with the childminder and respond beautifully to her extremely warm and caring approach. Activities are well matched to children's interests and abilities. The childminder makes observations of children's achievements, identifies their next steps, informs parents regularly of these, plans future learning experiences and ensures activities consistently build on children's existing knowledge and skills. Children are extremely keen to communicate and younger children benefit from the childminder's patience and encouragement as they learn new words and start to join in conversations. A love of books is developed through visits to the library and the excellent range they can help themselves to on the low shelf in the lounge. Programmable toys and use of a laptop for age appropriate games encourage an understanding of technology. As a consequence, children are developing rapidly

and acquiring the skills necessary for their future learning and development. They find out about the world around them when the childminder points out areas of interest, for example, the ambulance that is zooming past or the butterfly that has visited the garden. The childminder makes the most of diversity to help children understand the society they live in, as they positively discuss differences, celebrate a range of festivals and use books well, to learn about other countries and ways of life. Children are extremely well occupied and stimulated throughout the day and they thoroughly enjoy their time 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

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| 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

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| 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 | 2 |
| 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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| 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

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| 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 | 1 |

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Annex B: the Childcare Register

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| 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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