

Inspection report for early years provision

Unique reference number	115723
Inspection date	01/03/2011
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.

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Description of the childminding

The childminder was registered in 1983. She lives in an extended house in Sidcup, in the London borough of Bexley with her husband, adult son, adult daughter and seven-year-old grandson. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has an elderly cat and some fish. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register, to care for a maximum of five children under eight years at any one time. She is currently minding four children in the early years age group, of these two are full time. The childminder walks to local schools to take and collect children. She runs the local parent and toddler group and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder demonstrates an extremely professional approach to caring for children and has a very good understanding of the Early Years Foundation Stage. This together with her immense knowledge of the individual children in her care and excellent partnerships with parents ensures that children make very good progress and that their individual needs are fully met. Children's welfare and safety is underpinned by comprehensive policies and procedural documentation which is shared with parents. The childminder uses self-evaluation effectively to ensure continuous improvement and demonstrates a clear commitment to attending further training to support this aim.

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 areas for future improvement as identified through self-evaluation.

The effectiveness of leadership and management of the early years provision

The childminder ensures that children's safety is given high priority. She regularly updates her knowledge and understanding of child protection issues and has comprehensive safeguarding policies and procedures in place for protecting children, which are shared with parents. Thorough risk assessments are completed on the home and garden and fire evacuation procedures are clearly and appropriately displayed. All necessary safety precautions are in place and include

gates, socket covers, kitchen cupboard locks, and smoke detectors which are regularly checked. All adults living on the premises have been appropriately vetted and visitors to the home are required to sign the visitors' book. Record keeping is maintained to a high standard and includes comprehensive policies and procedures underpinning all areas of the childminder's excellent practice and which are shared with parents.

The childminder makes very good use of the space available within her home. The extensive range of good quality play resources encourages children to make choices about their play and to be active and independent learners. The childminder actively promotes inclusion and welcomes all children and families into her home. She supports parents well and works in partnership to provide consistency and continuity in children's care and learning. Parents are provided with excellent information about all aspects of her provision. The childminder works closely with parents to share information about children's daily routines and progress. Parent questionnaires and complaint forms are readily accessible and information gained from these are used as part of the evaluation process. The childminder demonstrates a high level of commitment to providing an outstanding service and continually improve outcomes for children. Since her previous inspection she has completed a National Vocational Qualification at level 4 and has attended courses on food hygiene and the Early Years Foundation Stage. She is booked on a course to update her first aid training which expires in March. The childminder meets with other childminders to share good practice and is committed to attending future training courses in order to maintain continuous high standards.

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

Children are very relaxed and settled in the childminder's care and happily take part in the wide range of adult-led and child-initiated activities provided. They relate well to the childminder who is warm and responsive and demonstrates a very good understanding of their individual needs. The childminder knows the children well and where they are at in their development. She devises individual play plans for each child and provides experiences and appropriate activities that support them fully to make very good progress across all areas of their learning and development. She observes children as they play and uses the information gained to monitor their progress against the early learning goals and to plan activities that help them make progress.

Children feel safe and secure because the childminder builds their confidence through positive relationships and familiar routines. She is consistently available to join in activities, to talk to children and to extend their learning. The childminder is skilful at using everyday routines and activities to encourage children to recognise colours, numbers and shape. Children enjoy selecting their favourite books and sitting with the childminder to look at the pictures and listen to stories. The childminder walks to and from activities and uses this time to broaden children's knowledge and understanding of the wider world and to teach them about road

safety and stranger danger. Indoors, children celebrate different festivals and have access to a good selection of positive image play resources and books to help them learn about diversity and disability.

Children's welfare is supported well through the maintenance of very high standards of hygiene and cleanliness in the childminder's home. Children play and eat in clean bright surroundings. Furniture and equipment is child size and appropriate so that children can sit in comfort. Children are encouraged to adopt healthy lifestyles by eating tasty and nutritious meals and healthy fresh fruit snacks with water to drink throughout the day. They learn the importance of good hygiene routines and have access to fresh air and exercise on a daily basis, walking to and from school and activities or playing in the well-equipped garden. The childminder is patient, kind and very attentive. She encourages positive behaviour by continually praising and encouraging children and promoting their social and independent skills. Consequently, children are friendly, sociable and well behaved as they learn to share and take turns and develop skills to support them in their future learning.

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

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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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met