

Inspection report for early years provision

Unique reference number	159381
Inspection date	21/06/2011
Inspector	Jenny Kane
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 has been registered since 1999. She lives with her husband and three school age children in Orpington. The ground floor of the childminder's house is used for childminding with access to upstairs for the bathroom and sleeping. Children have access to a secure enclosed rear garden for outside play. Schools, pre-schools, toddler groups, shops and parks are within walking distance. The premises are accessed via two steps to the front door. The family has pets, three dogs, two cats and a tortoise.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the Early Years age range. She is currently minding four children in this age group. She is not registered for overnight care.

The childminder supports children who speak dual languages. She holds a level 3 qualification in childcare. She attends the local 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 good.

Children are confident, settled and happy in their surroundings. They enjoy close and well established relationships with the childminder who has a sound knowledge of their backgrounds and the Early Years Foundation Stage framework. Consequently children are making good progress in their learning and development. The safeguarding, welfare and health of the children are the main strength of her service. The childminder has established outstanding partnerships with parents and carers, ensuring she fully meet children's individual needs. She has high aims, ideals and plans for the future. Evaluation is effective and achievable demonstrating her clear capacity for continuous improvement and building on existing strengths.

What steps need to be taken to improve provision further?

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

- develop further the observation and assessment system to show more clearly children's starting points and the next steps in their learning so as to monitor progress more effectively
- extend the record of risk assessment to include regular outings.

The effectiveness of leadership and management of the early years provision

The childminder has a sound knowledge of child protection and safeguarding issues. She is very aware about her responsibilities and is confident about raising concerns. Her policy is very clear and shared with parents so they understand her role. She is booked to attend further safeguarding training. All adults having contact with the children are suitably vetted. The childminder gives high priority to promoting the safety and welfare of the children. She maintains a safe and secure environment by carrying out daily checks of the equipment and all areas of her home used by children. This helps to successfully identify and eliminate risks. She maintains a clear written record of her home risk assessment, as required, but has not fully considered the benefits of extending this to include the assessments she does for outings. During play, children learn about risk taking and keeping their environment safe. When walking to school and on outings, they learn about dangers and staying safe through practicing crossing roads. They also partake in fire drills so they know how to leave the building quickly in an emergency. Children are involved in growing vegetables and recycling projects and the childminder is working to be as sustainable as possible.

The childminder is very well organised, makes the best use of the space and the wide range of toys and equipment are arranged to encourage self-selection. Many of the resources reflect positive images and diversity, her home is bright and welcoming and the environment is conducive to children's learning. She has a very good awareness and commitment to equal opportunities and strives to provide a fully inclusive childminding service. She knows children's backgrounds well and consequently she successfully meet their individual needs. Children's knowledge of the wider world and understanding of uniqueness is developing very well through the many celebrations, topics and festivals celebrated. Although currently she is not caring for children with learning difficulties or disabilities, she has previous experience of doing so and is confident in her ability to care for children with a range of abilities and needs. The childminder has a professional attitude to working with others and fully understand the benefits to the children. She has been proactive in establishing effective links with the school. This results in clear sharing of information, good continuity of care and smooth transitions.

The childminder has established excellent relationships with parents and carers. She has a plethora of policies and written information which are very well produced, regularly updated and readily available to all parents. This ensures they are well informed about her service and the Early Years Foundation Stage. Contact books, which hold clear information about daily activities and routines are in place. They go home with the child on a daily basis and parents often add their own notes and comments helping parents to be fully involved in all aspects of their children's care. Parents share what they know about their child when they first start. This and the good settling-in periods are beneficial to the children and helps the childminder to establish children's starting points and capabilities. She continues to keep parents well informed about how their children are progressing and achieving. This is through daily discussions, the contact books and the sharing of children's development records on a quarterly basis. The childminder is very

keen to establish parent's views and opinions and takes these into account, making changes where possible. This is achieved through regular feedback and questionnaires. She also encourages children to make their views known and they often help to plan activities. Parents are extremely happy with the service and make highly positive comments on the feedback form and references. They particularly like her welcoming environment, her flexibility and state their children are very happy. They feel she shares information well and that communication is very good.

The childminder shows a high commitment and a positive attitude to her personal development. She keeps up to date with childcare issues and good practice through reading and meeting others. She effectively uses self-evaluation to identify her strengths, and any areas for improvement. The previous recommendations have been addressed and along with her self-evaluation and experience she ensures the outcomes for children continue to improve. The childminder has high aims and clear plans for the future demonstrating a high commitment to continuous improvement.

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

Children are making good progress towards the early learning goals in relation to their starting points. This is due to the childminder's good knowledge of the six areas of learning and her knowledge of how children learn through stimulating and interesting play activities. Many of the activities follow themes and topics and are child-led. Planning accommodates all children and is based upon her sound understanding of children's backgrounds and abilities. She uses information gathered from parents and the observations to plan activities around children's interests, ideas and capabilities. Children's observation folders and their assessment record books hold valuable information, photographs and samples. Although it is not fully clear in some how progress is measured from stating points to the next steps. However, these records are regularly shared with parents ensuring they are knowledgeable about their children's progress and achievements.

The childminder encourages children to become active learners and provides them with a good balance of activities which help them develop their skills for the future. Children are clear communicators and confident in discussing ideas. There are good supplies of books, children regularly visit the library and the childminder makes little books with the letter for each week which children take home with them. One child finds the book and with the childminder identifies various pictures and words which start with the letter 'C'. While reading stories the childminder encourages correct word pronunciation and points out the words, helping children understand how text works. The book is 'Old McDonald had a farm' and one child goes off to find the puppet of the farmer. All children join in singing the song and have a lovely time identifying different animals and making the corresponding animal sounds. Posters and signs around the environment help children identify the written word and number. Children have the use of a computer and with

supervision can look up information for projects. This encourages an understanding of information and communication technology while finding out about the wider world. There are good opportunities for children to use mathematics during activities. For example the childminder is starting a project about how plants grow. Children look at their life cycle and use laminated cards to discuss and look at progress and growth. They talk keenly about watering the tomatoes and how fast they grow. An older child helps a toddler to stack bricks into a tower who delights in watching them fall down. Another child shows good concentration trying to fit shapes into a tub while another makes a 'monster' from the connecting bricks.

There are good opportunities for children to be creative and use their imaginations. They enjoy art and craft, role play, music, dancing and singing. Children's work is displayed on the walls and children enjoy partaking in craft and painting activities. Their art is child-led and the childminder encourages independence. For example children select and tear up tissue paper into balls, talking about the colours and which are their favourites. One child concentrates extremely well whilst using the glue stick to secure the paper. When finished the child asks for a wipe to clean her hands. Another example of independence is choosing where they play and what with. Older children are really involved in the planning of activities and managing their behaviour. They have played a part in establishing the house rules which are displayed. The childminder promotes positive behaviour through clear discussion, positive praise and a system of certificates and reward charts. For example, one toddler who successfully uses the potty chooses a star and proudly goes and puts it on their chart on the wall. As a result of the input from the childminder, children's behaviour is excellent and they clearly show good care and awareness of other children.

Children partake in an excellent range of physical activities each day which contribute to their health. They walk to school, toddler groups, nature walks and the shops which reinforce their understanding of the need for fresh air and exercise. On these walks and outings in the community the childminder is well organised carrying first aid supplies, emergency cards for herself and the children in her care. She also ensures that she only takes children to safe and appropriate venues. However, the information in her risk assessment for outings is limited. Children have a high understanding of good personal hygiene practices and making healthy choices in regard to food. For example children clean their hands using anti-bacterial spray and tissues before they eat and know this is to 'get rid of the germs'. The childminder has high standards of hygiene and demonstrates a clear understanding of nutrition and healthy eating. She provides all the meals and snacks taking into account any individual dietary or cultural requirements. Meals are balanced and cooked daily using fresh ingredients, menus are displayed and food intake is recorded in the contact books so that parents are fully informed. At snack time children sit at the table together which makes for a social occasion and a chance to talk about their day. Children discuss the fruits and vegetables printed onto their place mats while they wait for the childminder to cut the fruit. When it arrives they enjoy tasting and discussing which they like best and why fruit is good for them. Drinks are freely available and children help themselves to their drink containers. Children have a good understanding of where food comes from through healthy eating projects, going shopping to buy ingredients for cooking

activities, trying food from other cultures and helping to grow vegetables in the garden.

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	1
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	1

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	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	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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