

Inspection report for early years provision

Unique reference number	256303
Inspection date	04/07/2011
Inspector	Claire Douglas
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 March 2001. She lives with her husband and their daughter aged 14 years. The family live in a house in a residential area of Bromley, within the London Borough of Bromley. The setting is close to shops, parks, schools and local transport links. The whole of the property is used for childminding purposes. A fully enclosed garden is available for outdoor play. The family have two pet rabbits.

The childminder works closely alongside another childminder. When working alone, she 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. When working with another childminder, she is registered to care for a maximum of ten children under eight years; of these, not more than five may be in the early years age group and of these, not more than two may be under one year at any one time. She is currently minding four children in this age group. She also offers care to children aged over five years to 11 years. The childminder is 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 a local pre-school and toddler group. Children regularly attend a local music group, the library, the co-childminder's allotment, parks and other places of interest on a regular basis. The setting receives support from the local authority through an early years development worker. The childminder is a member of the National and Bromley Child Minding Associations.

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, her warm, professional and highly organised approach ensures children are extremely safe and well cared for. Innovative systems which encourage two way communications between parents ensure that the childminder is able to be fully inclusive in her practice. She provides the care and support the children need with an excellent knowledge of all the children, treating them as individuals and helping them to feel nurtured. Overall the childminder encourages children to develop to their full potential and as a result they are very happy and achieve well. Capacity for continuous improvement is unlimited as the childminder reflects on her practice and identifies any areas for development or training. The childminder regularly evaluates 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:

- develop the range of opportunities and resources both inside and out to further encourage an understanding of the purpose of numbers, displaying numerals in purposeful contexts and using numbers as labels for counting.

The effectiveness of leadership and management of the early years provision

The childminder has a very clear understanding of her responsibilities towards the children in her care. 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 helps reassure parents. All visitors to the home are supervised and all adults living on the premises have had 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. The childminder has a dedicated play area in her home, providing children with easy access to a variety of good quality resources and play materials that support their play and learning.

The childminder works extremely 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 well informed through daily discussions, written diaries and feedback, as well as having access to a range of comprehensive policies and procedures, with their own condensed versions to refer to at home. Parent's comments show they are extremely happy with the service provided, for example, 'You are a fantastic, warm, caring person and you care for our child as you would your own. We thank our lucky stars that we found you, you are the best out there!' along with 'We couldn't be happier with the care and support you give us as a family, our child loves being with you and thrives on the varied activities you do with her. We can go to work with complete peace of mind knowing she is in the best of care.' The childminder builds effective partnerships with other professionals where appropriate, for instance when attending other settings such as a sensory unit and pre-school, links are formed with support services such as speech therapists and health visitors giving access to advice if required. The childminder is committed to improving and continues to update her knowledge and understanding of childcare for example she has recently completed her NVQ level three and she regularly attends relevant workshops and identifies areas of further training she wishes to pursue with the local authority. The childminder explores a variety of processes to monitor and evaluate her service; including using the

Ofsted self-evaluation form and requesting references from parents, grandparents and other agencies as well as being able to discuss improvements daily with her co-minder. Previous actions taken to improve the service have led to improved outcomes for children, for instance, recent additions to her learning resources ensure further opportunities for children to develop their personal, social and emotional development and their communication language and literacy skills.

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

Children are very happy, settled and totally at ease in the childminder's care. They show a strong sense of belonging as they independently select good quality toys and resources from the well organised shelving system and move happily and freely around the home at their leisure. They learn to keep themselves safe as they know that they must 'stop, look and listen' before they cross the road and when they remind one another that they 'must keep their shoes on in the garden, as it is dangerous'. Clear fire safety precautions are in place, including regular fire drills, ensuring they can act quickly in an emergency, children have enjoyed participating in creating an 'exit guide' as they drew around their own feet and hands so they could use them as markers to show the way to the fire assembly points, Children develop skills for the future when the childminder encourages them to take off their shoes when they arrive and to share the resources kindly with their peers. Children are adopting excellent hygiene routines, as they know that they must wash their hands before touching food for example, 'I don't want germs on my hands when eating'. Children know to cover their mouths when they cough or sneeze. Children clearly benefit from a well planned diet that meets their nutritional needs, promoting home grown or organic fruits and vegetables with each meal. Children's awareness of healthy eating is promoted through actively taking part in planting, watering and picking a wonderful range of vegetables at the childminders allotment and then preparing a meal with them, along with discussions around the dining table, using posters and fun cooking activities. Children routinely enjoy fresh air and learn about the benefits of a healthy lifestyle as they take part in regular exercise. Whilst in the garden, for example, they manoeuvre the wheel barrow around the path, push the lawnmower across the grass or climb up the ladder for the slide, and when walking through the local park on the way to and from school each day.

Children take part in an extensive variety of activities and experiences that support their learning and development both at the childminder's home, the co-minders home and at the range of local toddler groups and places of interest they attend. For example, the singing session at the library and the local park provides a wonderful environment for exploration which the children enjoy regularly. They make excellent relationships with the childminder and respond enthusiastically to her extremely warm and caring approach. Activities are very well matched to children's interests and abilities as the childminder makes detailed observations of children's achievements, she identifies their next steps, informs parents regularly of these then plans future learning experiences and ensures activities consistently build on children's existing knowledge and skills. Children are extremely keen to

communicate. Younger children and those with English as an additional language benefit from the childminder's patience and encouragement as they learn new words and start to join in conversations. A love of books and early reading skills are developed through an excellent range available, which they can help themselves to at the childminders or when regularly visiting the library. The childminder encourages the children to learn about words and letters through effective labelling of displays and storage areas throughout the environment, however number use in this format is limited. Programmable toys and the use of a laptop for researching themes and topics, and assisting with homework, helps the children to gain an understanding of technology as well as reinforcing the children's learning. 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 encourages each child in the setting to have a turn at taking away 'baby bear', they delight in sharing stories and photos in a diary of where the bear has been when taken away on holiday with their family, providing a wonderful connection between their home, the childminders home and the wider world. The childminder makes the most of diversity to help children understand the society they live in, as they positively discuss differences, play with a rich selection of resources from around the world, celebrate a range of festivals and use books and maps exceptionally well, to learn about other countries and ways of life. Children's behaviour is extremely positive, encouraged by praise and good role modelling. Children are very 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

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