

Inspection report for early years provision

Unique reference number	136630
Inspection date	29/06/2011
Inspector	Lara Hickson
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 as a childminder since 1992. She lives with her husband and two adult children in a home situated in the London Borough of Bromley. The whole of the ground floor, two bedrooms and the family bathroom on the first floor are available for childminding, although generally childminding takes place on the ground floor of the setting. There is a large fully enclosed garden available for outside play. The family has no pets.

The childminder is registered by Ofsted on the Early Years Register and the compulsory part and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time and is currently minding two children in the early years age range, on a part-time basis, and several older children before and after school. The childminder makes good use of her local amenities as she visits the local parks, parent and toddler groups, the childminding drop-in centre and library on a regular basis. She is a member of the National Childminding Association. The childminder has a National Vocational Qualification at level 3 in childcare. She takes and collects children from local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are progressing extremely well in all areas of their learning and development as a result of the childminder's comprehensive understanding of the Early Years Foundation Stage. Although only currently minding school age children, the childminder ensures that an extensive range of different activities encompassing the six areas of learning are enjoyed by the children. Children are happy, confident and extremely well settled within the childminder's warm, welcoming home. Partnership with parents is well established which promotes children's individual needs and requirements effectively. Information is exchanged on a daily basis, both verbally and through the written contact book, and letters of thanks from parents highly compliment the childminder's care and provision. Overall, the childminder has highly effective systems in place to monitor and evaluate her practice.

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 further the culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children, with

particular regard to seeking the views of other agencies.

The effectiveness of leadership and management of the early years provision

Safeguarding is given high importance by the childminder. She demonstrates an excellent understanding of local safeguarding procedures and of her responsibilities to recording and reporting any concerns with regards to abuse and/or neglect. She keeps up-to-date with the latest child protection issues and has updated her knowledge through attending training. Extensive risk assessments are in place. The childminder completes an annual detailed written risk assessment of the whole premises. Visual checks are also completed on the home and garden every day before minded children arrive to ensure that they provide a safe environment. Risk assessments have been completed recently when builders at the house next door needed to erect scaffolding on the childminder's property. The childminder also asked to see the builder's public liability insurance as an additional precaution. Risk assessments are completed for any environment that the childminder takes children to, such as walking to school and visiting the local shops, library and parks.

The childminder demonstrates a high level of personal ambition and strives to be the best childminder that she can. Highly effective self-evaluation systems are in place and take into account the views of parent/carers and children. However, she does not currently seek feedback from other agencies that she works with which would give an even fuller picture of the quality of her provision. The childminder reviews her practice constantly and this ongoing self-evaluation enables her to continuously improve outcomes for children. If the childminder notices an area for improvement she sets herself a realistic timescale to implement the improvement. She also plans learning workshops to cover all aspects of a child's development. The childminder keeps up-to-date with new information related to childminding through 'Who Minds', Ofsted emails and by talking to Early Years and other childminders. She encourages children and parents to make suggestions or comments regarding her service at any time and is open and receptive to suggestions for improvement. Questionnaires are given to the parents and children every year and the childminder acts on their suggestions. For example, she now sends the end of term newsletter by email to those parents who prefer this form of communication.

The childminder has established excellent relationships with other providers. She has drafted a letter to reception teachers at schools children attend explaining her role as a childminder. She has outlined that she will note each week what homework and topics a child is completing at school and will provide resources and activities to support their learning in these areas. She encourages teachers to let her know of any ways she can support each child. These steps have really helped to establish close links with reception teachers which impacts on the children's care and support.

The childminder values and respects children's unique needs and individuality and ensures that her practice is fully inclusive. She has an extensive range of resources

that depict positive images of disability, gender and culture, such as world maps, atlases, dolls, small world people and posters. The childminder welcomes all families into her setting, taking time to get to know individual children and their family background. This enables her to support their linguistic and cultural needs and helps children to settle and therefore make good progress. The childminder encourages children to learn about their own cultures and those of others by researching each others' cultural backgrounds. Theme days are organised when children enjoy craft and cookery activities to celebrate customs of different cultures.

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 welcoming setting. The childminder organises her home to support the children to be active and independent learners. There is an extensive range of good quality toys and books which are readily accessible and include many depicting positive images. Children are encouraged to make independent choices from the resources available and also decide to play in the garden area where they enjoy ball games, hula hoops and gymnastics. Behaviour is excellent due to the children's involvement in setting their own house rules. Behavioural charts have been used effectively as a way of improving some children's behaviour. For example, they have been used to promote good manners, such as saying 'please' and 'thank you'. Children are developing an excellent awareness of differences and are learning to respect diversity.

The childminder plans activities well and offers additional resources to support each child's learning, taking into account the individual age and stage of development. She also ensures she has appropriate tools for children to use, such as left handed scissors. Children experience a balance of freely-chosen activities as well as adult-initiated ones. Additional outings to local parks, the library and activities further afield in the school holidays enhance children's learning and development. For example, they recently enjoyed a day trip to Down House where they learnt all about Charles Darwin. The childminder sets a good example to children through recycling and growing her own vegetables and this extends children's knowledge and understanding of the world around them. The childminder recycles paper and food waste and the children know which different containers to sort their rubbish into. Children enjoy visits to the childminder's allotment where they learn about growing fruit and vegetables. The childminder teaches children to respect their environment. For example, they discuss litter when they visit the park. The childminder uses the different activities she plans and the resources she has in place to extend children's learning in the six areas. For example, during cooking activities she discusses concepts of weight, such as light and heavy as well as introducing numerals when weighing the ingredients.

The childminder demonstrates an excellent understanding of how to help children to feel and keep safe, both within her setting and when out and about in the local community. She provides gentle reminders to children to make them aware of their

own safety and that of others. For example, on the short walk home from school she reminds the children to check that cars are not coming out from their driveways. The childminder discusses feeling safe with the children on a regular basis and uses a children's information book to introduce concepts of road safety, becoming lost and stranger danger.

The childminder monitors each child's progress towards the early learning goals highly effectively by making observations which help her plan activities and resources for the next stage of the child's learning. She clearly outlines ways that she will extend a child's learning further, for example by introducing lighter and heavier after a child gains the concept of size during a construction activity. Developmental profiles include photos and observations from a child's initial days at the setting.

Children's health and well-being is supported extremely well by the childminder. For example, children have daily opportunities for fresh air and exercise in the childminder's garden area, on trips to her allotment and on walks to and from school. The childminder ensures that children are provided with a healthy, well-balanced range of meals and snacks which take into consideration individual dietary requirements and parental preferences. An after-school snack chosen in advance by the children consists of their choice of sandwich filling and a selection of different fruit and raw vegetables.

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

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

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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