

## Inspection report for early years provision

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<b>Unique reference number</b>	115852
<b>Inspection date</b>	19/10/2011
<b>Inspector</b>	Chris Hodge
<b>Type of setting</b>	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 1987. She lives with her husband and adult son in a four bedroom house in Blackfen, in the Borough of Bexley. The home is within walking distance of local shops and schools. Children have access to the play room, through-lounge, dining area and fully enclosed garden for play. The family have two cats. The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of six children under eight years; of these, no more than three may be in the early years age group at any one time. There are currently two children in the early years age range on roll, both of who are part time.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and settled because the childminder provides them with a warm and caring, home from home environment. They make good overall progress in their learning and development because they have access to a wide range of stimulating play resources and activities that cover the six areas of learning. Good attention is paid to children's welfare and safety which is underpinned by comprehensive written policies and procedures. The childminder works closely with parents to ensure children's individual needs are consistently met. She is committed to providing good quality care and achieves this through self-evaluation and attending training.

## **What steps need to be taken to improve provision further?**

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

- extend children's understanding that text carries meaning through the labelling of resources
- strengthen systems for sharing information about children's learning with other early years settings children attend

## **The effectiveness of leadership and management of the early years provision**

The childminder places a strong emphasis on children's safety. She demonstrates a good understanding of child protection issues and ensures that she keeps her knowledge up-to-date by attending training. She has a comprehensive policy setting out her role and responsibility for protecting children in line with Local Safeguarding Children Board procedures, which is shared with parents. She completes regular risk assessments of her home and undertakes regular fire drills with children. All adults in the home have been appropriately vetted and the

childminder holds a valid first aid certificate. All required records and documentation is in place and is well maintained.

The childminder makes good use of the available space within her home providing children with lots of play space. Children have three specific areas for play which include a play room, dining room and lounge. They also have access to a fully enclosed garden for outdoor play. A wide selection of good quality play resources, including positive image toys and books, are very accessible to children. This enables them to make independent choices and self-select what they want to play with. Several colourful posters in the play room help to support children's learning. The activities children are offered promote their development in each of the six areas of learning of the Early Years Foundation Stage and help them to gain skills for the future.

The childminder welcomes all children into her home and recognises the uniqueness of each child. She works closely with parents to ensure children's individual needs are consistently met and to keep them informed about their children's day and progress. The childminder has links with other settings children attend. However, systems for sharing information are not currently strong enough to enable her to build on what children are learning at pre-school or nursery. The childminder has a driving ambition to provide and maintain a high standard of care for children. She is booked on a safeguarding course and through self-evaluation has identified some areas for future development which includes adding to her resources and activities. This is to ensure all children have continued access to engaging, exciting and interesting opportunities.

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

Children receive warm and loving care, helping them to feel happy and secure with the childminder and her family. The childminder develops close and trusting relationships with the children and has a good understanding of the individual needs. She observes children as they play and makes meaningful notes, in each child's profile book, about their interests, skills and abilities. She then uses the information to carefully plan activities which will engage them and help them to make progress. Photographs of activities and samples of children's art work allow parents to see visual examples of their children's play and progress, across the six areas of learning.

Children enjoy a good balance of adult led and child initiated activities both indoors and outdoors, to support their learning. They are developing good communication skills because the childminder spends a lot of time interacting, playing with them and talking to them. They enjoy going to the library to choose books and sitting with the childminder to read them and to talk about what is happening in the story. Children have opportunities for drawing and painting to develop their early writing skills. They are encouraged to recognise the letters in their name although opportunities are missed to extend their understanding that text carries meaning and to recognise letters, as there is no labelling on resources or equipment.

Children have access to various puzzles and construction resources for problem solving and learn to recognise numbers, colours and shapes throughout their play. They develop their creativity and imaginations through a good variety of art and craft activities, role play and small world resources. Children learn about the wider world on outings in the community and through the celebration different festivals. They enjoy helping the childminder with planting activities in the garden and going to the park to learn about nature.

Children's health and welfare is underpinned by a number of comprehensive policies and procedures. They benefit from good standards of hygiene and cleanliness in the childminder's home and are supported well in adopting health lifestyles. Children are encouraged to choose from healthy option at meal times and are taught from an early age the importance of hygiene and frequent hand washing routines. They have good opportunities to be active in the garden and when the weather is fine they walk to school and activities with the childminder. She uses this time to talk to children about road safety and stranger danger. The childminder has realistic expectations of children's behaviour and sets consistent and fair boundaries. She actively encourages positive behaviour by giving children lots of praise and encouragement and by allowing them to develop good independent and social skills. As a result children are happy, confident and well behaved.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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	3
The effectiveness of the setting's engagement with parents and carers	2

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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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