

Inspection report for early years provision

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Inspection date	16/11/2011
Inspector	Beryl Witheride
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 registered in 1998.

She lives with her husband and two adult children in Sidcup, Bexley. The ground floor of the home is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time, three may be in the early years age group. She is currently minding seven children part-time and three are in the early years age group. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The childminder walks or drives to local schools to take and collect children. The childminder attends a local parent and toddler group. The childminder welcomes children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for according to their individual needs and stages of development. The childminder works in close partnership with parents and some of the other settings children attend, to help ensure continuity of care. The childminder provides an impressive range of activities and experiences that help children to make excellent progress towards the early learning goals of the Early Years Foundation Stage. The environment is child-friendly and good systems are in place to promote children's welfare and safety. The childminder makes positive use of self-evaluation and reflective practice. This helps her to successfully continue her professional development and maintain continuous improvement of the service she provides.

What steps need to be taken to improve provision further?

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

- improve partnership working with other settings children attend by sharing relevant information, such as that related to children's learning and development, to promote effective continuity and further progression.

The effectiveness of leadership and management of the early years provision

The childminder knows her role and responsibility towards safeguarding children in her care. She is vigilant in her supervision of the children and visitor details are

always checked. The childminder is clear about signs and symptoms that would raise a concern about a child's welfare and who to contact regarding them. She has a written safeguarding policy that she discusses with the parents and they have their own copy. A comprehensive range of risk assessments is held and daily checks are carried out on resources and all areas used for childminding. These measures help to ensure children's safety and security. Emergency evacuation plans are in place. These are practised regularly and at different times of day so children are confident of how to keep themselves safe. A register accurately records the arrival and collection times of children. Required records and documentation are available, that provide all the necessary information. Accident and medication records are maintained clearly and confidentially for each child.

An exciting wide range of resources are freely accessible for all children. They are interesting, familiar and are used to exceptionally well to provide children with challenges, to teach them new skills or offer comfort through their familiarity. They are stored in the toy room and children are able to make choices about what they want to play with which enhances their independence. Children happily self select their toys and are eager to share them with the childminder. Toys and equipment are appropriate for all children, with resources available for all ages and abilities. They are regularly checked as part of the ongoing risk assessment to ensure they are clean, safe and suitable for the children.

The childminder is active and creative in promoting inclusion of all children. Equality and diversity are part of her ethos. Boys and girls are provided with challenging activities and experiences to celebrate a range of festivals such as Diwali, Chinese New Year or Christmas and annual events such Father's Day. Children learn to look at their similarities and differences. They learn about each others lives and develop respect and understanding of each other. Children take part in many outings in the local area. For example, the park, library, toddler and childminding groups and further afield to Eagle Heights, The Glades, Old McDonalds Farm and Falconwood Park. They are developing a good understanding of nature, the relationship between humans and animals, and the wider world. These activities help children to enhance their interest in the world around them, build their self confidence and develop positive relationships for the future.

The childminder uses reflective practice to identify strengths and weaknesses in her provision. She wants to improve her planning methods, to ensure that children are fully challenged in their learning. The childminder is proactive in the continuous improvement of her service. She undertakes further training and workshops when available. She also meets with other childminders to discuss training, relevant issues and compare new ideas and best practice. The childminder shows the capacity to maintain continuous improvement.

Links with most other settings involved in the children's care are in place. The childminder understands these partnerships are important in order to provide children with continuity of care, reinforce their learning and extend their development. However she does not routinely share information about children's learning and development with the practitioners of the other settings. Therefore she cannot be sure that the activities and experiences she offers enhance those children have elsewhere. The childminder works in close partnership with parents.

Daily information of activities and events are exchanged between the childminder and parents. They have a contact book and can see their child's tracker record and development folder at any time. The childminder ensures she has a review with parents to discuss their child's progress at least once a month.

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

Children show they feel safe with the childminder. They are completely settled and secure, moving freely between the lounge and the toy room. Children demonstrate confidence and are highly motivated in their learning. They make independent choices from the engaging activities and extensive choice of resources provided. Information about children's starting points is requested from parents when a child first starts. Recorded observations are maintained and successful assessments of development are made. The areas of early learning and individual next steps are identified, clearly showing what a child needs to continue to learn and develop according to their individual needs.

Children demonstrate their excellent knowledge and understanding of the world and the impressive range of skills they are acquiring to help them in their future learning. They examine the magnets, which hold the train and carriages together on the train set showing a keenness to explore how they work. Children show enjoyment of books. They listen intently to a story read by the childminder, confidently answering questions and talking about the pictures. Children learn language skills. They speak clearly and with confidence, engaging adults in conversation. The childminder listens to what children say, speaking calmly and giving them time to answer any questions. Children learn to count and to recognise the shape of numbers and letters as well as comparative language such as small, big and bigger. They have the use of a computer and simple programmable toys that they use to develop their skills in relation to information and communication technology.

Children follow the excellent example set by the childminder and understand why good hygiene procedures are important. They know to use wipes or wash to clean their skin and get rid of germs. Children demonstrate very good awareness of the benefits of adopting a healthy lifestyle. They learn about making healthy food choices from the well balanced meals and snacks provided by the childminder. The childminder takes detailed information about any special dietary restrictions. She works closely with parents to help ensure children's individual dietary needs are met. The childminder provides excellent opportunities for children to cook with her and she lets them prepare their own foods. They also grow plants in the garden and experience regular shopping trips. Such activities are used highly effectively to further children's awareness of making healthy choices and knowledge and understanding of the world.

Children's behaviour is of a high standard. The childminder is a positive role model who leads by example. She is constantly calm and gentle with the children but expects them to follow the setting rules to keep safe. The positive reinforcement of

children's achievements, through praise and encouragement, helps them feel good about themselves and their abilities. Children are confident and self assured. They love to play together and share resources. They know the house rules and learn to respect each other, enjoying each other's company.

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	1
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	2
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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
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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