

Inspection report for early years provision

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Inspection date	08/12/2011
Inspector	Sarer Tarling
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 was registered in 2006 and has a CACHE level 3 in Childcare Learning and Development. She lives with her partner and two children, aged 16 and ten years, in Welling, in the London borough of Bexley. The whole of the property is suitable to be used for minding although; minded children spend the majority of their time on the ground floor. There is an enclosed garden for outside play. The family has a pet rabbit, two tortoises and fish in a pond in the garden.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register. She may care for a maximum of six children under eight at any one time; of these, three may be in the early years age range. There are currently two early years children on roll. The childminder also provides care for older children and has two part time children roll aged eight and nine years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, warm and friendly environment. The childminder has a good understanding of each child's individual needs and effectively promotes their well-being. They have access to a good range of toys and activities that are age-appropriate and help to promote their learning and development well. The self-evaluation process identifies the childminder's strengths and areas for improvement; however, it does not yet include the opinion of others. The childminder is motivated and committed to providing good quality care for children, updating her skills and knowledge through regular training.

What steps need to be taken to improve provision further?

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

- strengthen assessment systems to include the details of individual children's next steps in order that they can be used to inform future planning
- explore methods of including the views of children, parents and others in the self-evaluation process
- improve hygiene and reduce the risk of cross-infection by reviewing hand drying procedures.

The effectiveness of leadership and management of the early years provision

The childminder is well organised, ensuring confidentiality is maintained and that all the required documentation is accurately maintained and available for

inspection. Vulnerable children are safeguarded effectively as the childminder has a secure understanding of her role and responsibility with regard to child protection. All adults living in the childminder's home have undergone the necessary checks to establish their suitability. Records show that robust risk assessments are routinely undertaken on all areas of the home, garden and for outings. This allows children to develop their independence as they can safely explore the environment. However, should an accidental injury occur children receive prompt care and attention as the childminder ensures her first aid qualification is up-to-date. Security systems ensure that visitors are monitored and children cannot leave the premises unsupervised. Effective arrival and departure system means children can only be collected by authorised adults.

The childminder welcomes all families into her home and actively promotes equality and diversity by ensuring all children are fully integrated and included. She has a good knowledge of each child's backgrounds and discusses their individual needs with parents. Children are encouraged to have a positive attitude, a respect for themselves and for other people. Regular outings around the local community effectively help children to learn about and understand the society in which they live. They join in celebrations and learn about festivals with other children at the toddler group. Toys are stored within easy reach and are changed regularly by the childminder to sustain children's interest and offer them appropriate challenges.

Parents are provided with a well written and informative set of policies and procedures which underpin the good practice. This includes a clear procedure for parents should they wish to make a complaint. Positive relationships have been developed with parents and the daily discussions ensure they receive useful information about their child's day, progress and individual care routines. The childminder shares a daily diary and written observations and assessment of the children with parents. However, the childminder is still developing her systems to include information on the children's next steps. Parents are extremely complimentary about the childminder thanking her for her first class service and excellent support. Children who also attend other settings such as a nursery or school are well supported as the childminder builds strong relationships with these organisations which helps ensure continuity of care.

The childminder is enthusiastic about her work and committed to attend training to bring about improvements to her setting and to the outcomes for children. Self-evaluation systems are developing. The childminder routinely reflects on the day's events, evaluating activities to see how they can be developed further, helping to ensure children experience enjoyable and stimulating opportunities. Although, the views of parents and children who use the setting have not yet been obtained to ensure a clear representation of the service provided is gained.

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

Children settle well with the childminder and develop good, trusting relationships because she shows care and concern for each individual child. They are confident

in the home, showing a strong sense of belonging. The childminder plans activities using her knowledge of how children learn through play. They receive excellent support and encouragement from the childminder which enables them to develop in all areas of learning. Records show children are making good progress towards the early learning goals and develop the skills they need for future learning. Children particularly enjoy sharing books and listening to stories read to them by the childminder who recognises when they need a relaxing, quiet activity. Children develop their understanding of numbers and counting through everyday activities such as singing rhymes and playing card games. Children enjoy challenging each other to the giant connect four game in the garden, building with bricks and learning how to pour and measure in the water play.

Children are encouraged to be creative using a range of materials and media, to develop their sensory skills and to express their ideas. They enjoy painting, exploring the properties of a corn flour and water mix, cutting and sticking and using recycled boxes to make models or to build a train for the toy bears. Children use their imaginations as they drape blankets to make their own tents and dens, organising a lunch for the teddies or playing teachers. The childminder uses her knowledge of each child to offer activities and experiences which are suitable for them as individuals. Children learn about their environment and the natural world as they plant bulbs, embark on a bug hunt in the garden, collect fallen leaves for a collage and draw pictures of a lake they visited. The childminder skillfully asks open questions which support and extend children's thinking and help them make connections in learning.

The childminder encourages children to keep safe through gentle reminders. For example; she explains that they need to come down the stairs carefully to avoid accidents, how to cross the road safely and talks about stranger danger at a level appropriate to their individual understanding. Children practice the evacuation procedure on a regular basis to ensure that they are aware of what to do in an emergency situation. Children are set clear boundaries so know what is expected of them. The childminder regularly reminds them to share and encourages them to play nicely with each other. Children are developing respectful attitudes and behave very well.

Good hygiene procedures are implemented to encourage children to understand the importance of personal care, although at present cross-infection is not fully prevented as children use the one hand towel. A sick child policy informs parents when not to bring children to the childminder's home, helping to protect all children from infection. Children benefit from the healthy meals and snacks the childminder provides. They enjoy trips to the shops to choose and purchase a variety of fruit and take part in simple cooking activities. Outings to parks and indoor soft play centres enable children to play energetically and to develop and refine their physical skills.

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	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	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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