

Inspection report for early years provision

Unique reference number	EY152405
Inspection date	21/12/2011
Inspector	Chris Hodge

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 has been registered since 2002. She lives with her husband, ten-year-old son and adult daughter in an extended semi-detached house, in a quiet residential street close to Bexleyheath town centre. The main play space is on the ground floor and includes a playroom, back living/dining room, which is open-plan with the kitchen. The front lounge is used for rest time and there is a ground floor toilet/shower room which is used by the children. There is also an enclosed back garden for outdoor play. The family have a cat and a dog. The childminder is registered on the Early Years Register and both the compulsory and voluntary Childcare Register to care for a maximum of six children under the age of eight years; of these not more than three may be in the early years age group. She is currently caring for three children in the early years age group, one of whom is at full time school. The childminder holds an NVQ at Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides a caring, stimulating and inclusive environment in which children are happy, confident and very much at home. Information gained from high quality observation and assessment is used very effectively to guide planning for individual children across the six areas of learning. Children's health, safety and well-being are significantly enhanced by the robust and highly consistent implementation of policies, procedures and practice. Strong and effective partnerships between the childminder, parents and other providers ensure that children's individual needs are consistently met. The childminder is totally committed to providing exceptionally good quality care and overall demonstrates a strong capacity to maintain the high standards she has set herself.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing and developing the systems for self-evaluation in order to maintain high quality practice.

The effectiveness of leadership and management of the early years provision

Children are kept safe because the childminder is very professional and conscientious in her organisation of all aspects of her provision. She is extremely well informed about child protection issues and attends regular training to ensure

her knowledge is kept up to date. A comprehensive safeguarding policy and information folder ensure that parents are fully informed of her role and responsibility for recording and reporting any concerns in line with Local Safeguarding Children Board procedures. Rigorous risk assessments for her home, garden and outings ensure that possible hazards are identified and necessary action is taken to keep children safe. The childminder holds a valid first aid certificate and all adults living on the premises have been appropriately vetted. All required documentation is in place and is maintained to a high standard. The childminder is totally dedicated to providing a high quality service and maintaining very good outcomes for children. She achieves this through strong on-going self-evaluation, parent/child questionnaires, sharing good practice with other childminders and a commitment to training. Areas for future development she has identified include attending further training on food and hygiene and gaining an understanding of the changes to the Early Years Foundation Stage. The childminder makes full use of the space within her home and provides children with ample play space. Pictures, posters, labels, photographs and children's art work create a stimulating and child friendly environment. The extensively resourced play room offers children excellent opportunities to independently select from a vast selection of good quality play resources, covering the six areas of learning. The childminder welcomes all children and families into her home and actively promotes inclusion. She has an exceptional knowledge of each child's backgrounds and needs. All children are valued and engage in a wide range of activities and experiences, which helps them to value diversity. The childminder develops strong relationships with parents and works in partnership to ensure that children settle well and are provided with consistency and continuity in the care and learning. For example, she is currently working with a parent on baby-led weaning. Parents are provided with comprehensive information about her provision. The childminder seeks their views through verbal discussions and parent questionnaires which offer extremely positive feedback. Information about children's care and progress is regularly shared in two-way contact books, verbally, through email and photographs. The childminder has excellent systems in place for sharing information with other early years settings children attend.

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

Children make rapid strides in their learning and development, in relation to their starting points, because the childminder completes high quality observations and plans activities with care. She also uses information gained from other early years settings to inform her planning for older children. An individual record folder is maintained for each child. The information held shows children's abilities, next steps and includes detailed reports on how they are progressing within the six areas of learning.

The high-quality adult interaction and exemplary organisation of routines help babies and very young children to gain an exceptionally strong sense of security and belonging. Children enthusiastically engage in the wide range of activities and show high levels of independence, curiosity, imagination and concentration. They eagerly make choices about what they want to play with, in the secure knowledge

that the childminder is always on hand to join in and to provide support when required. The childminder constantly talks to children and takes time to listen and encourage their responses. Older children confidently use language to express their thoughts and ideas, while babies happily imitate sounds and words. Children have access to an extensive range of good quality books. They have excellent opportunities for mark making and to be creative using a wide variety of art and craft resources. They have great fun singing familiar songs, playing musical instruments and developing their imaginations with puppets, role play and small world resources. Children have access to an extensive range of puzzles, construction resources and cause-and-effect toys for problem solving and exploration. They learn to count and to recognise colours, numbers, letters and shapes throughout their play. Children socialise with other children at various groups and enjoy regular outings to the library for 'song time'. The childminder meets up with other childminders and organises outings to the coast, farms and other places of interests to help children gain an understanding of the wider world. Children also enjoy regular visits to the local woods and walks along the nature trails, helping them to learn about the natural world.

High standards of cleanliness and hygiene, together with effectively implemented policies and procedures ensure that children's health and welfare is fully promoted. The childminder's sick child policy includes a list of incubation periods for infectious diseases, which helps her to reduce the risk of cross-infection. Older children understand the importance of washing their hands after going to the toilet and before meal times. A liquid soap dispenser and paper hand towels are provided to prevent cross-infection. Laminated visual pictures in the bathroom help to remind younger children to flush the toilet and wash their hands. Children understand the importance of health eating. They are provided with healthy home-cooked meals and fresh fruit snacks, with water to drink throughout the day. Meal times play an important part in children's learning and encourage their independent and social skills. Children have excellent opportunities for physical play in the well-equipped garden. They walk to and from school and the childminder uses this time to teach them about road safety and stranger danger. Babies and very young children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard. The childminder encourages positive behaviour by setting clear and consistent boundaries and constantly praising children's achievements. As a result children are happy, confident and form strong attachments with the childminder and her family, as they develop a wide range of skills to support them in the future.

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

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