

Inspection report for early years provision

Unique reference number	EY342047
Inspection date	20/02/2012
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.

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 2006. She lives with two of her children aged 15 and 17 years in Belvedere in the London Borough of Bexley. All areas of the ground and first floor of the home are suitable to be used for childminding. Children spend the majority of their time in the dedicated playrooms on the ground floor, where toilet and hand washing facilities are also located. The second floor and garden are not used. The childminder takes children to local parks and activity centres.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered as a home childcarer. The childminder may provide care for up to six children under eight, only three of whom may be in the early years age range. The childminder currently has two children on roll, both in the early years age group. The childminder also offers care for children over the age of eight. The childminder attends local toddler and childminding groups and is on the forum at the local children centre. The childminder is a member of the National Childminding Association. She holds a level 3 early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good capacity to maintain continuous improvement overall. She is ambitious and highly motivated, actively seeking out training opportunities to further enhance children's learning, development and welfare. The childminder maintains most records and implements procedures that help keep children safe. Highly effective partnerships with parents and a very inclusive environment, through in-depth knowledge of children's unique needs, are a key strength. The childminder is highly skilled in supporting and extending both child-initiated play and the wealth of planned activities. This results in children making significant progress in all areas of learning and development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- make a record of the risk assessment to identify aspects of the environment that need to be checked on a regular basis: maintain a record of these particular aspects and when and by whom they have been checked. (Suitable Premises, environment & equipment)

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

- develop more searching methods of self-evaluation in order to identify further aspects of the service that are done well, and those aspects that might be improved, so as to further promote good outcomes for children.

The effectiveness of leadership and management of the early years provision

Policies and procedures are informative and clearly set out the childminder's role and responsibilities with regard to dealing with any child protection concerns. Through training the childminder is very secure in her understanding of safeguarding issues and has an excellent range of reference material which she shares with parents. Children are cared for in a safe and secure environment. The childminder is extremely vigilant regarding safety aspects when planning activities and outings. She takes positive practical action to eliminate hazards by checking all areas children have access to, before they arrive. However, the record of risk assessment does not include all of the required information and so is a breach of a requirement. In the event of an accident children receive prompt care and attention as the childminder holds a valid first aid certificate. Effective arrival and collection procedures are in operation and the childminder checks the identification and keeps a record of all visitors.

The childminder has created a welcoming and inclusive environment. Resources are safe and clean and support children's learning and development extremely well. The environment is rich in print, with colourful posters supporting children's knowledge of time, opposites, body parts, numbers and letters. The childminder promotes children's independence and exploration of the resources, storing them so that children can help themselves to what they want to play with. Child size furniture and cushions enable children to play comfortably on the floor or at the table. Children enjoy restful sleep in a quiet, cosy environment, snuggled up with their comforters so they feel safe. The childminder regularly checks on them to ensure their well-being.

The childminder places a strong emphasis on promoting equality and diversity. She updates her skills and knowledge in identifying and narrowing any achievement gaps. Through her outstanding relationship with parents she gains an excellent knowledge of each child's individual needs and backgrounds. Activities and outings effectively help children understand and respect differences in the wider world.

The childminder shares good quality written policies with parents on all areas of her service, including the Early Years Foundation Stage. However, the complaints procedure lacks some detail on how complaints must be managed and recorded. Parents are encouraged to share what they know about their child, particularly when they first start. The childminder offers suggestions and activities parents can do to support their child's learning at home. There are regular opportunities to exchange written and verbal information and more formal meetings to discuss

their achievements, progress and to plan together for the future. Parents praise the childminder's provision highly.

The childminder is committed to working in partnership. She has become an active member of her local children centre forum and liaises with practitioners, where children attend nursery, working collaboratively to meet the individual needs of children. The childminder very successfully drives improvement, attending many training courses to ensure her knowledge reflects current practice. This has a very positive impact on the outcomes for children. The childminder's commitment to self-evaluation fully involves children and families in developing and taking forward her provision to ensure continuous improvement.

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

Observation and assessment of children's learning and development is extremely effective. Each child's profile contains highly detailed written observations, along with photographs and examples of drawings and written work. The childminder uses this information to help identify their individual stages of development and to set realistic targets and challenges in planning. This results in children making significant gains in their learning and development.

Children are eager to attend and learn to play alongside each other and resolve situations by themselves. They regularly receive reward certificates and can be seen clapping and giving a 'high five' to each other. High quality support from the childminder fosters their emotional well-being impressively. She provides an excellent role model and children are very respectful and have wonderful manners. They build strong relationships with others as they regularly meet up with friends and attend toddler groups. Children demonstrate they have an excellent understanding of safety issues. They explain what they have to do if there is a fire, why they hold onto the stair banister and how they are careful when using the knife to make their own sandwiches.

Children relish the many opportunities to be creative, using paint to express their thoughts and feelings. Children enjoy acting out real life experiences in the role-play area, feeding and dressing the different dolls, pretending to iron or to repair their car. Children explore information and communication technology enthusiastically. They have fun with remote control and push buttons toys, chatting on telephones and confidently using fun laptops with educational activities, which teach early computer skills. Children develop excellent understanding of relevant cultural celebrations and the way others live. They take part in various activities at the children's centre and at home with childminder to develop their appreciation of diversity. The childminder includes children who speak English as an additional language exceptionally well. She uses props to support their understanding. They use a book to look at a moon when they sing about a cow jumping over the moon, or look at a real dripping tap or apple to explain picture cards during a game. This leads to children developing excellent

self-esteem and confidence.

Children are very well equipped with the fundamental skills they need to help with their future learning. They show great perseverance and concentration while playing with a posting toy, working out how the different shapes, letters and numbers fit through holes. While playing with bricks and cars the childminder encourages children to practise their addition and subtraction. Children show a keen attitude towards learning and enjoy practising their letter sounds and writing skills. Children use books throughout the day to reinforce their understanding. For example, they use an interactive book about animals alongside animal figures to help them learn the different names and sounds they make. Children participate in story and singing sessions at the library, fostering children's enjoyment. Children develop effective communication because the childminder interacts and supports them as they practice and expand their language skills.

Parents have chosen to supply their children's main meals, which the childminder stores, prepares and reheats according to instructions. The childminder provides a choice of healthy drinks and snacks and children develop excellent understanding of healthy eating through discussion and planned activities. For example, children enjoy trips to the supermarket where they shop for fresh ingredients and then learn how to prepare and cook them. Children gain secure understanding of the importance of maintaining a healthy lifestyle. They confidently use the bathroom, attending to their own personal needs, and engage in a wide variety range of physical activities at parks and indoor activity centres.

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	1
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	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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