

## Inspection report for early years provision

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<b>Unique reference number</b>	115858
<b>Inspection date</b>	28/03/2012
<b>Inspector</b>	Marcia Robinson
<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 registered in 1987. She lives in the residential area of Upper Belvedere, Kent within the London Borough of Bexley with her husband and their adult daughter, who works as her assistant. The downstairs of the house is the main area used for childminding, with access to one bedroom and the bathroom on the first floor. An enclosed garden is available for outdoor play. 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 aged under eight years at any one time, of whom no more than three may be in the early years age group. She is currently minding one child in this age group and she also cares for children older children. The childminder is a member of the National Childminding Association (NCMA).

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

Overall the quality of the provision is good.

The needs of all children are met effectively and the childminder provides activities that support most aspects of children's individual learning and developmental well. She is developing methods of assessing children's progress and provides a good balance of learning opportunities that ensures children are purposefully engaged in play. Well-established relationships with parents ensure that children settle quickly and experience continuity of care. The childminder works successfully to safeguard children's welfare. She shows a strong capacity to maintain continuous improvement, using self-evaluation to identify strengths in the provision and areas for development.

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

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

- provide more natural resources to increase opportunities for children to respond to what they see, hear, smell, touch and feel

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

The childminder's provision is organised well overall. She has good systems in place to help safeguard children and protect them from harm. The childminder has attended relevant safeguarding training and she and her assistant know what steps to take if they have any concerns about a child. A broad range of written policies and procedures are used to ensure consistency in the provision and are shared with to parents so they are fully aware of the childminder's legal obligations

to protect the children in her care. The childminder gives high priority to helping children understand how to keep themselves safe. She conducts thorough risk assessments for the home and outings and this helps to ensure that children are kept safe and secure. The childminder keeps accurate records relating to all children attending; this provides a clear record of all aspects of their care, further safeguarding their welfare.

The childminder is an experienced childcare practitioner who is very motivated about her continual development and learning. For example, she has firm plans in place to increase resources and equipment in order to sustain children's interests. She aims to explore different ways to communicate with young children and is keen to attend training in signing for babies in order to continue to enhance outcomes for children. In addition, she has taken action for improvement in response to the recommendations raised at the previous inspection. An example of this has been the provision of resources, such as play figures and books, showing positive images of people from different cultures and with disabilities. These are used to raise children's awareness and understanding of difference.

Equality and diversity is well promoted. The deployment of resources is effective as space and resources are well organised. Children enjoy selecting the resources they want to play with and they access a good number of toys and books that reflect diversity. In addition, children participate in well-planned activities that help them learn about different cultures and beliefs. These are carried out at an age-appropriate level. Children are valued as individuals by the childminder, who has a good understanding of their individual needs and backgrounds. The childminder has built very good relationships with parents. They are kept well informed about the provision and their children's care and learning. This is through a variety of ways, such as verbal discussion and use of daily diaries. Parents receive good information about daily routines and their children's progress. In addition, parents are regularly invited to take part in regular review meetings. Their views and suggestions are collected using questionnaires and valued by the childminder. Parents report that they are very happy with the service provided. They trust the childminder and say she is 'a great support' to them. Parents also have access to detailed policies and procedures that ensure they are well informed about the services provided. Currently, there are no children attending other settings delivering the Early Years Foundation Stage and no other professionals are involved in their care and learning. Despite this, the childminder is aware of the need to ensure effective communication takes place as she has previous experience of working with children with special educational needs and/or disabilities.

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

Children have good relationships with both the childminder and her assistant, who are warm and responsive towards them and attentive to their needs. Good opportunities are provided for children to enjoy a wide variety of activities and experiences across all six areas of learning. The childminder knows the children

well and is developing methods of assessing children's progress to make sure she identifies and bridges any gaps in their learning. A flexible daily routine, which includes story, music time and outdoor play, provides a good balance of adult-led and child-initiated learning. Photographs of the children show they enjoy each other's company as they play games together and show good relationships with the childminder and each other. The childminder praises children frequently and rewards them with certificates to promote their self-esteem and to encourage confidence and positive behaviour. As a result, children are happy and settled. They are well behaved given their ages and stages of development. Babies show good attachments with the adults looking after them as they confidently explore their surroundings with curiosity and interest. They smile and babble as they enjoy playing with musical instruments, experimenting with the different sounds they make. Children further develop their communication and language skills through songs and stories everyday. A rich variety of books are used successfully to encourage children to develop a love of books from an early age. They also have regular trips to the local library to choose books.

Babies enjoy enhancing their physical skills through being able to crawl and pull themselves up on sturdy furniture, carefully positioned around the outside of the room. They practise their developing walking skills and are keen to explore the play environment. They play happily with the toys however there are not many natural resources to stimulate children's exploration further. Children like using card and collage materials to make things, such as Mother's Day cards. Older children also love to explore the dressing up box and enjoy trying on the different outfits. Children all learn about nature and living things as they go on outings to the park where they enjoy exploring nature. For instance, they join in the digging and planting activities in the childminder's garden. These activities, allow children good opportunities to talk about size, shape and measure as they water their plants everyday and watch them grow. Babies are introduced to technology through a range of battery operated toys. They learn that lights will flash or sounds will be made as they press certain buttons on the various interactive toys, repeating their action to select a specific response. Taken together, these experiences provide good opportunities for children to enjoy and achieve and develop their skills for the future.

The home environment is well maintained and welcoming with information displayed for parents in the entrance hallway. This is enhanced by photographs of children engaged in activities and outings, promoting a sense of belonging for children and their families. All safety precautions are in place so children are able to move freely and confidently around the home. They all participate in regular emergency evacuation practices so they know what to do in the event of an emergency. Older children practise road safety and learn about 'stranger danger'. Children adopt simple good hygiene routines because the childminder supports babies with washing their hands and brushing their teeth at appropriate times. This is supported by trips to the local dentist and the children learn about the importance of good dental care. Healthy eating is promoted. Children love to spend time in the garden, visit parks to use challenging apparatus and they go for walks in the local woods. These experiences provide children with good opportunities to promote their physical skills as they walk along logs, ride tricycles or play catching and throwing balls in the garden. They understand the importance of regular fresh

air and exercise.

## 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

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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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