

Inspection report for early years provision

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Inspection date	01/05/2012
Inspector	Lara Hickson
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 registered in 2003. She lives with her partner and teenage son in a three-bedroom house in Abbeywood, in the London Borough of Bexley. The ground floor is mainly used for childminding purposes with supervised access to the first floor bathroom. There is a safe, enclosed garden for outdoor play activities. The childminder lives close to all local amenities including parks, shops, toddler groups and schools. The childminder is able to take and collect children from local schools and nurseries. The family has no pets.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children aged under eight years, three of whom may be in the early years age range. At present she is caring for two children in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and settled in the childminder's welcoming home. Their welfare and developmental needs are effectively supported, largely due to the excellent partnerships with parents. Children are making excellent progress because the childminder knows them extremely well and demonstrates a thorough knowledge of how young children learn and develop. The childminder has good reflective systems in place to help ensure continuous improvement. Generally hygiene procedures are strongly promoted.

What steps need to be taken to improve provision further?

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

- provide suitable hygienic changing facilities for changing children in nappies.

The effectiveness of leadership and management of the early years provision

The childminder has a good awareness of safeguarding issues and of the referral procedures. She demonstrates a good knowledge of the possible signs and symptoms that may indicate that a child is at risk. A clear safeguarding policy is shared with parents so that they are aware of the childminder's responsibilities with regards to recording and reporting concerns. Arrival and collection procedures fully safeguard children. For example, the childminder will not release any child to an unauthorised person. She demonstrates a good understanding of how to help

children to feel and keep safe. Effective systems are in place to ensure children's ongoing safety. For example, a safety gate prevents children from accessing the stairs and the front door is kept locked during the time children are present so that they cannot leave the premises unsupervised.

Children are able to independently choose from a wide range of toys and resources. These are suitable for their age and stage of development and support their learning well in all six areas. The childminder has a positive attitude towards inclusion. She discusses each child's individual requirements with their parents and records comprehensive details to help her fully meet their needs. Children learn about diversity by using a wide range of resources that reflect positive images of culture, gender, disability and language. The childminder promotes non-stereotypical play well in her setting.

The childminder has comprehensive systems for self-evaluation and has well-considered plans to develop her service. For example, she wishes to further develop her understanding of children's development within the Early Years Foundation Stage. She gains ideas through attending a variety of training courses and through liaison with other childminders. She has met the recommendations set at her previous inspection and demonstrates a good capacity for improvement.

The childminder works effectively with other providers and agencies involved in the care of children to ensure continuity and consistency. She has established good links with local schools and other early years providers to provide a shared approach to children's care and learning. Partnerships with parents are excellent and their input into their child's learning is truly valued and supported. The childminder shares extensive information with them daily through discussion and a daily journal. She also completes a monthly written report for parents summarising what activities children have been enjoying and the progress they have made within the six areas of learning. This involves parents fully in their children's learning. The childminder's fantastic liaison with parents regarding progress and development enables children to be fully supported and encouraged consistently.

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

The childminder demonstrates an excellent understanding of how children learn and develop. She uses the Early Years Foundation Stage framework to plan stimulating activities for children that are reflective of their individual age, stage of development and interests. Children make themselves at home in the warm and welcoming environment. They receive individual attention from the childminder and she provides excellent support for their progress and development. The childminder feels children absorb information with ease and that she must harness this hunger for knowledge from a very early age. She does this by finding out what children's interests are and by using observations and assessments of each individual child's stage of development. She evaluates her observations meticulously to identify the next steps in a child's individual learning and this information is used to inform future planning. This results in activities fully

extending children's learning at a level individual to their unique stage. There is an excellent balance of freely chosen play activities as well as adult-initiated activities

Children develop excellent skills for the future. They explore weight, shape and size as they experiment with shape sorters and build towers. They learn about numbers and counting through numerous activities, including number rhymes, simple board games and using stencils. They use a stimulating range of information and communication technology and relish exploring the sensory section at the local toy museum. The childminder supports their emerging communication skills highly effectively. For example, she constantly extends children's language and vocabulary at a level tailored to their individual stage of development. Children enjoy regular visits to the library where they learn to love books and take part in activities, such as Nursery Rhyme Time. Concepts of shape, size and colour are discussed in a way that each child can understand. The childminder organises numerous outings in the local community to enhance children's development and learning further. For example, they visit local garden centres and farms where they enjoy watching fish and touching and learning about different animals. They also enjoy regular visits to local parks where they can extend their physical skills on the different apparatus. The childminder enthusiastically supports children to achieve their developing milestones. For example, she helps babies learning to walk by supporting them to take steps to build up their muscles and confidence.

Generally children's health and well-being is supported well by the childminder. For example, children have daily opportunities for physical play and fresh air on walks in the local community and on trips to local parks. The childminder works with parents to provide a healthy, well-balanced range of meals and snacks. These take into account their individual dietary needs as well as cultural and religious requirements. Although the childminder ensures that her home is clean and hygienic to prevent the spread of infection currently nappy changing procedures do not fully promote good hygiene practice. The childminder encourages children to keep safe through gentle reminders as they play and during routine activities. For example, she explains to one child that they must walk down the stairs properly and not slide their foot down as they walk. She informs the child gently of the possible danger of their actions and praises them when they walk downstairs sensibly.

Children learn about appropriate behaviour from an early age. The childminder discusses any inappropriate behaviour with them at a level appropriate to their age and stage of understanding. Gentle reminders and distraction techniques are generally used although in more serious cases the childminder uses time-out techniques. The childminder promotes sharing and turn taking within the setting and encourages good manners through gentle reminders. For example, she praises children when they politely thank her for their drinks or lunch.

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	1

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	1
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	2
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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