

Inspection report for early years provision

Unique reference number EY382235
Inspection date 05/05/2010
Inspector Rebecca Hurst

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 2008. She lives with her partner in Bexley, Kent. The whole of the ground floor and one upstairs bedroom and bathroom is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight at any one time. The childminder is registered on the Early Years Register and both parts of the Childcare Register. There are currently three children on roll, all of whom are in the early years age range.

The family has a cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The excellent knowledge of each child's individual needs ensures that the childminder promotes all aspects of the children's welfare and learning with great success. The children are safe and secure at all times in the care of the childminder and they enjoy learning about their local area and the world around them. The partnership with parents is a key strength and this helps to contribute significantly to the needs of all of the children being met. Children are making excellent progress, given their age, ability and starting points. Regular evaluation ensures that any priorities for future development are identified and acted upon, which results in a service that is responsive to the needs of the parents.

What steps need to be taken to improve provision further?

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

- continuing to assess training needs to update knowledge of childcare
- continuing to work with the parents during the self-evaluation process.

The effectiveness of leadership and management of the early years provision

Safeguarding children is paramount to the childminder. Comprehensive policies and procedures are in place to protect the children from any harm and/or neglect. The childminder has thorough knowledge and understanding of child protection issues and the steps to follow against an allegation of abuse made towards the childminder and her family.

Full risk assessments are carried out on the home and for all outings. The childminder is fully aware of her responsibilities in ensuring the children are kept safe during an emergency, as all children participate in regular fire drills. All adults

in the home have completed Criminal Records Bureau checks.

The childminder ensures children are protected from all adults who enter the premises and that they are not left alone with them. All visitors into the home sign the visitors books, so the childminder has a record of who has entered the home and their arrival and departure times. As a result, children are thoroughly protected from harm.

Children have access to an excellent amount of resources and activities that promote equality and diversity. The childminder ensures that all activities are tailored to the developmental level of the children and that they are fun and educational to allow for the children to learn about the background of the festivals and celebrations at a level they can understand. The childminder will ensure that the children learn about different festivals throughout the year and she will change them around so they can learn about a wide range of festivals and celebrations. Children's learning of independence skills is enhanced through the careful placement of resources and activities throughout the home.

The childminder has booked onto regular training sessions, which enhance her knowledge and understanding of childcare practices. The childminder's self-evaluation process is still in its infancy. However, she is able to fully identify her key strengths in her practice as well as areas she wishes to improve upon. The childminder consults with the parents via a questionnaire to seek their views on her practice. The childminder has worked on the areas of suggestion and has turned these weaknesses around into a strength.

The childminder ensures she effectively communicates on a daily basis with the parents of the children in her care. The parents have daily contact books which keep a detailed record of what the children have participated in during the day. The childminder shares all of her observations and portfolios of the children with the parents. The childminder completes portfolios that contain pictures of the children's activities. The parents receive detailed daily feedback about the day the children have had. The excellent partnership with parents ensures continuity of care of the children. The childminder stays in regular contact with the children's nursery. She has received the developmental report and is working alongside them to ensure the areas of development and learning that have been highlighted are included into her planning. This ensures great continuity of care and greatly benefits the care and development of the children.

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

The childminder plans extremely effectively for each child's individual needs. Children have clear and defined starting points, which the childminder works with the parents to obtain, and are making excellent progress from these. Observations are extremely detailed, which the childminder successfully uses to progress the children further with their development. The childminder uses a broad spectrum of evidence to assess the progress the children are making. For example, she uses written observations and photographic evidence. These assessments are linked to

the six areas of learning, consequently, the childminder is able to see what areas she needs to work on with the children. All activities that the children participate in are tailored for their specific age range and their abilities. As a result, children are making excellent progress in all areas of learning.

The childminder plans her time well. She has themes the children will be learning over the year. The childminder has weekly plans in place which are fed by the interests of the children and the learning intentions which are in place to further enhance the children's development. Planning is flexible, fun and enjoyable for the children, as the childminder has the learning intention recorded and she will work with the children to decide what activities they would like to do, in order for that learning intention to be completed. The childminder tailors the activities to the age of the children that are participating in them, this ensures they are able to learn from the activities.

The childminder has a very calming nature about her which results in well behaved children who respond well to praise. The childminder ensures she is consistent in her approach to behaviour management and adapts it to the age and understanding of the children involved.

Children are able to feel safe and very secure due to the vigilance of the childminder. Stair gates are in place to stop children entering areas which they will be unsupervised in. Children participate in regular fire drills, which ensures children's safety is paramount. Children feel safe and secure in the care of the childminder due to her warm and nurturing nature. Children receive lots of cuddles and reassurance if and when they require it. This builds the children's self-esteem and their confidence.

Children are taught about the importance of personal hygiene throughout their day at the childminder's. The childminder ensures the younger children have their hands washed before and after meals and snacks. The childminder has anti bacterial gel at hand to keep the children's hands clean when they have wiped their noses. As a result, children are thoroughly protected from cross infection and contamination.

All children have extremely healthy and nutritious meals and snacks. The childminder works with the parents to ensure the meals meet the children's dietary requirements. Children's health is further enhanced by the free flow system the childminder has for the garden. Children enjoy a well stocked garden with ride on toys and footballs which greatly enhances the children's physical development.

The children enjoy learning about the world around them through meaningful trips into the local area. For example, the childminder takes the children to the local park areas, play areas, toddler groups and the local library. This ensures that learning is not confined to the home but they learn in all environments. This makes it fun and exciting for the children. Children thoroughly enjoy learning their numbers, and cuddling up to the childminder to read their favourite stories they have chosen from the library.

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	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
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

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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