

Inspection report for early years provision

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Inspection date	15/03/2012
Inspector	Beryl Witheridge
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 was registered in 1998. She lives with her husband and four children in Bexley, Kent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time of whom three may be in the early years age group. She is currently minding four children part time, of whom two are in the early years age range. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks to local schools to take and collect children. The family has a rabbit and a hamster. The childminder can support children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder treats children as individuals according to their unique needs and stage of development. The childminder works in close partnership with parents to ensure that children receive continuity of care. She is able to identify what children can do and provides suitable activities to help move them forward, although she does not always sustain children's interest in sharing books. The childminder identifies some areas of her provision where she needs to improve but does not always use reflective practice to evaluate the key strengths and weaknesses of her provision. She has established an evacuation procedure but has not practised it with the children. An inclusive and welcoming service is provided.

What steps need to be taken to improve provision further?

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

- carry out regular evacuation drills and record in a fire log book details of any problems encountered and how they were resolved
- further encourage children's love of books by, for example, reading stories using puppets and props
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder knows her responsibility towards the safety and well-being of the children. She has attended updated safeguarding training and has clearly written

safeguarding procedures and supporting documentation. She helps to ensure parents understand the procedures to follow, if there were concerns, by sharing the written policy with them. There is a risk assessment carried out regularly on the home and resources to help ensure the environment is safe for children to play in. The childminder supervises the children at all times to minimise any risk.

The children play in a room that is very well equipped, as well as having access to a secure garden. The toys and resources are stored where they are easily accessible to the children. This enables them to make free choices about their activities and increase their independence. The good range of toys and equipment are suitable and appropriate for the ages and stages of development of the children attending. The childminder provides toys and equipment that are suitable for all children; these include positive images for all children to relate to. Children learn to respect each other regardless of their abilities, culture or background. Children are valued as individuals and treated with equal concern. They learn about their local community and the wider world through outings and activities that are aimed towards their level of understanding. The childminder is positive in promoting equality and diversity.

The childminder has noted some areas of her provision where she wants to improve but she does not regularly evaluate her provision to identify the key strengths and weaknesses; therefore, she has not clearly assessed all the areas for future improvement. The recommendations from the last inspection have been fully addressed. The childminder is proactive about training to keep her knowledge up to date.

The childminder has a good working relationship with parents and discusses the care of their child with them. She is able to talk about what their children can do and how she helps them move forward. Parents are able to have an input into their child's future learning. Links with other settings involved in the care of the children are in place. However, children have not been attending long enough to enable the childminder to discuss their progress and development. Information about her childminding is shared with parents; both verbally and via an extremely well presented pack of policies and procedures. Parents sign to say they have seen and are aware of these policies and procedures. All the required records and details of each child are kept enabling the childminder to provide appropriate care for each child.

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

Children are happy and settled in the childminder's care and build warm relationships with her. They have easy access to an exciting range of age appropriate toys, resources and activities and are confident in trying out new experiences. For example, a new toy playground with play figures which children concentrate with for long periods. These help children to make steady progress within the early learning goals.

The childminder sets up her home to make it a stimulating and inviting environment where children are confident to make independent choices about what they play with. The childminder talks to parents about what the children are able to do when they first start. The childminder then tracks children's progress through regular observation. She identifies what they can do and what activities to provide to move them forwards in their learning. The childminder uses this information to plan activities based on children's interests and abilities. For example, when children show an interest in posting objects into holes, the play figures are pushed through a hole and down a slide.

Children feel valued and have a strong sense of belonging in the childminder's care. They go to her easily and enjoy feeling close, having hugs and cuddles. They feel safe with her when in the home and outside on their outings; all of which are risk assessed. The childminder has worked out an evacuation procedure but children have not yet practised this with her to ensure they know what to do in an emergency. When out of the home the childminder talks to the children about road safety. She reminds them to hold hands and cross when the green man lights up.

Children learn suitable hygiene skills through effective routines. For example, children have individual towels for drying their hands. They know to wash them before eating to get rid of the germs. Parents provide most of the food for their children. However when the childminder provides meals she ensures that she uses fresh ingredients and that it is well balanced; encouraging children to make healthy choices. Drinks are available at all times throughout the day.

The childminder uses effective strategies to promote children's behaviour. She uses praise and encouragement to build confidence and self-esteem. She promotes children's language skills through discussion and at times they enjoy looking at and sharing books with the childminder. However, she does not always sustain their interest by, for example, using puppets or props to make the stories more exciting. The childminder provides the children with a suitable range of experiences that contribute towards their learning and development.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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