

Inspection report for early years provision

Unique reference number	EY268262
Inspection date	22/02/2011
Inspector	Silvia Richardson
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 2003. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The Childminder is registered for a maximum of six children under eight years of whom three maybe in the early years age group. When working with another childminder, may care for nine children under eight years of whom six may be in the early years age group, and of these, not more than two may be under one year at any one time. There are currently 12 children on roll, of whom seven are in the early years age group and five are aged between six and 10 years. Children attend a variety of sessions.

The childminder lives with her husband, who is her co-childminder and five adult children. They live in a house in Beckenham in the London Borough of Bromley, close to shops, parks, library, schools and public transport links. The whole of the ground floor of the property is used for childminding. There is an enclosed area for outside play. The childminder is a member of the National Childminding Association and Bromley Mencap childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy warm, caring relationships with the childminder, who is very attentive to their individual welfare, learning and development needs. Children enjoy a real sense of belonging and thrive in the setting, because the childminder effectively promotes inclusion, successfully managing children in small groups while they play and learn together. The wide range and variety of planned and free play activities, both indoors and out, are helping children make good progress towards the early learning goals. The childminder has a sound capacity for continuous improvement, evaluating learning outcomes for children well. She has identified that due to an oversight she has not attended training to update her first aid certificate but has taken prompt steps to address this.

What steps need to be taken to improve provision further?

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

- ensure that a current paediatric first aid certificate is held (Suitable people) 08/03/2011

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

- improve children's knowledge and understanding of healthy eating and

- making healthy choices
- improve the procedure made known to parents so that they are fully clear of action to be taken in the event of an allegation being made against the childminder or member of the household

The effectiveness of leadership and management of the early years provision

The childminder knows what to look out for, what to do and how to make an appropriate referral if she is worried about a child. The childminder and her co-worker have produced a written safeguarding children statement, to refer to and share with parents. However the procedure they share with parents in relation to what they would do in the event of an allegation being made against the childminder or member of the household is not fully clear. All household members are appropriately vetted, ensuring their suitability. The co-childminder carries out the daily risk assessment and keeps the written record of the annual risk assessment. The childminder is fully aware of her responsibilities regarding minimising potential hazards, so that children are safe. The childminder maintains registers, accident and incident records, promoting accountability and children's welfare. However, the childminder does not hold a current first aid certificate, so as to ensure an appropriate response and treatment should an accident occur in the setting or while on an outing. The childminder demonstrates a satisfactory knowledge of first aid and has taken steps to rectify the situation by booking on training for the near future.

The childminder actively promotes equality and diversity through provision of a variety of activities and resources. Children are helped to explore and appreciate racial differences and develop a positive self image; for example, during creative activities they use a varied range of coloured papers and materials to represent their hair and other features. Children are valued as individuals and enjoy placing their photograph on the 'who is here' board. The childminder successfully supports children taking part in group activities, so that each feels included and able to make a contribution. Resources are very well deployed, so that children can choose toys and play materials of real interest to them. Children are able to spread out and create their own play space, because the lounge affords a spacious, clear floor play area and the conservatory is arranged with low tables and chairs for satisfying individual and group learning opportunities.

The childminder has effectively evaluated learning outcomes for children and improved planning, as a result children enjoy a broad range of experiences across the six areas of learning. Self evaluation has been less effective in identifying requirements, with regards the expiry of first aid certificates, and transparency of safeguarding children procedures. The childminder drives improvement through seeking support from local authority early years advisors and taking advantage of further professional training opportunities offered by them. There are no other agency partnerships as there are no children on roll with special educational needs and/or disabilities and children do not attend any other settings. The childminder engages parents well and actively seeks their views using the Bromley Childminding Association feedback forms. Several parents/carers have responded,

unanimous in their enthusiasm for the childminders care and commitment to their children, and very happy with the information they receive and partnership approach to care and learning.

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

Children are very happy, settled and confident in the setting. Children enjoy an exciting, interactive environment, with easy access to a broad range of toys and play materials. Children are encouraged to make choices, select and ask for items, promoting independent learning. The childminder plans well for children's individual needs across the six areas of learning, making good use of observational assessments. Each child has a detailed record of their learning journey in the setting, showing good progress from their starting points. Children achieve well and enjoy their learning, because the childminder engages in lively discussion with children all the time. Children are helped to recall and recap on past learning, such as talking about the vegetables they grew in the garden last year. The childminder asks children open questions to make them think and introduces new words to expand their vocabulary and understanding. Children are making a positive contribution to the setting through being encouraged to be kind and helpful. They take part in activities and discussion, promoting appreciation for racial and cultural differences and enjoy using resources reflecting positive images of a diverse society.

Children are helped to adopt a healthy lifestyle, because outside activities are interesting and exciting, such as washing the toy vehicles, using chalks and playing ball games, helping children enjoy exercise and fresh air. They are offered nutritionally balanced meals and snacks and plenty of drinks throughout the day, promoting their health and wellbeing. Children sit together as family group, supported by lively conversation with the childminder, helping them enjoy their fruit and eat well. However there is very little discussion about the importance of healthy eating, of foods which are good for them and those less beneficial to their health, so as to promote their learning of making healthy choices. Children feel safe in the setting, because the childminder is consistently warm and attentive. However, children's health and safety are potentially compromised because the childminder does not have up-to-date first aid training. Children enjoy familiar routines and a safe, stimulating environment, helping them feel secure and confident. Children are developing a good range of skills for the future through the wide variety of activities offered. They have positive attitudes towards learning, because the childminder consistently praises children's efforts and achievements.

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	2
The effectiveness of safeguarding	3
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the Early Years Register, 09/03/2011
Suitable people(Welfare of children being cared for)

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the Early Years Register, 08/03/2011
Suitable people(Welfare of children being cared for)