

Inspection report for early years provision

Unique reference number	EY268632
Inspection date	28/06/2011
Inspector	Jenny Kane
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 has been registered since 2003. She lives with her husband and two children in Bromley. The ground and first floors of the childminder's house are used for childminding. The entrance hall, playroom and bathroom are situated on the ground floor and there is parking in the drive. However, access may be limited should a parent or child have a physical disability. Children have access to a secure enclosed rear garden for outside play which is used under supervision. Schools, pre-schools, toddler groups, shops and parks are within walking distance. The family has no pets

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the Early Years age range. She is currently minding one child in this age group. The childminder holds a level 3 childminding qualification. She attends the local childminder support group and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and enjoy positive relationships with the childminder and her family. The welfare, health and safeguarding of the children are the childminder's highest priorities. She recognises children's individuality and capabilities and strives to provide an inclusive service for children and their families. The childminder is very clear about the provision of her childminding service but she has not yet formally adopted a system of self-evaluation. The plethora of policies and written information are of high quality, are regularly reviewed and parents have their own copies. Outstanding partnerships with parents/carers ensure the childminder meets children's individual needs well.

What steps need to be taken to improve provision further?

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

- use the observations and assessments to inform the planning
- encourage the sharing of written assessment information with parents and other providers
- increase opportunities for continuous improvement through developing self-evaluation systems.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent knowledge of child protection issues, is confident about raising concerns and is very clear about her role and responsibilities. She has attended recent training. Her detailed safeguarding policy is shared with parents and is fully implemented to ensure children's safety. All adults having contact with the children are suitably vetted. Children are cared for in premises which are safe, secure and maintained to high standards. The childminder carries out thorough risk assessments of the equipment and all areas used by children to assess and eliminate risks. Children learn about taking risks and staying safe while in her care. For example when going upstairs they hold the handrail and when finished playing with toys understand why they need to clear them away. Children also partake in regular fire drills so they know how to leave the house quickly in an emergency. When out of the house on outings and walks they learn about dangers around them and practice crossing roads to keep safe. Children have access to a good range of toys and equipment, several of which reflect diversity and positive images. Resources are mainly in the downstairs playroom which is bright and conducive to learning. They are in good condition and self-selection is encouraged. The childminder is working to make her environment as sustainable as possible.

The childminder has a good awareness of equalities and commitment to inclusion. When parents first start they share valuable information about what their children can do. This helps the childminder to understand Children's individual needs and to establish their starting points. Although currently not caring for children with learning difficulties or disabilities she has previous experience of caring for children with a range of abilities and needs. Children gain a good knowledge of the wider world through celebrating festivals, looking at differences and visits in the local community. The childminder has a professional attitude to working with other providers and fully understand the benefits to the children. She is establishing the sharing of information with the pre-school. She has developed a very effective network of support with other childminders which includes joint visits and outings. Attending the local childminding group meetings enables her to increase her awareness of childcare issues and access training. She demonstrates a good commitment to her personal development. Although the childminder does not have a formal system of self-evaluation in place to monitor and assess the service she provides, she demonstrates a clear opinion of her strengths. The previous recommendation has been addressed. The childminder has high aims and ideals for the future showing a good commitment to continuous improvement.

The childminder has established excellent relationships with parents and carers. The written information about her service, policies, procedures and all necessary records are very well produced, regularly updated and readily available to all parents. The childminder keeps parents very well informed about how their children are progressing. This is achieved through daily discussion and the contact books which hold clear information about daily activities and routines. This helps parents to be involved in their children's care and development. Parents are very happy with her service and feedback from references and questionnaires are highly positive. They also use the contact books to record their views and share

information which ensures good continuity of care.

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

Children are making good progress towards the early learning goals in relation to their starting points. The childminder has a good knowledge of the Early Years Foundation Stage and the six areas of learning. She holds a qualification in childcare. She provides a good range of activities which are interesting and stimulating. Many of the activities happen out of the home for example regular visits to toddler groups, music time and the library. Her plans for activities are flexible and based around children's capabilities and own interests. Having established children's starting points the childminder continues to monitor and assess their development through detailed observations. These are stored in individual development folders along with photographs and notes about the next steps in their learning. They are very informative and clear documents. However, the childminder does not share these with the parents which means they do not see all the information about their children's learning and development. In addition there is no written planning. However, her very effective contact books and verbal discussions with parents ensure children's needs are met well.

Children's skills for the future are developing well and they clearly enjoy their time with the childminder. Children are clear communicators and confidently talk to the childminder and discuss ideas. The childminder asks open ended questions while playing which encourages independent thinking. For example while doing a jigsaw one child discusses where the pieces go and how they fit. There are good supplies of books and their love of books is encouraged by regularly visiting the library. Some visual signs and posters encourage an understanding of the written word and number. There are good opportunities to use mathematics and children count, identify shape, size and colour confidently during play. Children have access to mark-making and art and craft supplies and enjoy these activities. They use their imaginations when using the dressing up props and musical instruments. They enjoy the music and singing activities at the local group where they also meet other children of similar age. This also encourages their social skills and independence. Children's independence is well developed and they make decisions about where they play and what they do. They benefit from good attention and consequently they are well attached and demonstrate a good sense of belonging. As a result children's behaviour is very good.

There are excellent opportunities for children to develop healthy lifestyles and engage in physical activities. Walking to the majority of venues helps children to understand that exercise is part of a healthy lifestyle. Children enjoy many outings where they learn about the community and local environment. The childminder is very well organised for these trips, only visits venues which are suitable and she carries a good amount of supplies and information about the children in her care. Meals and snacks are healthy and balanced and the childminder has an excellent understanding of nutrition. Meals are cooked daily using fresh ingredients, menus are shared and food intake is recorded in the contact books so that parents are

fully informed. Children understand why they wash their hands before eating, sit together at the table and like to help. They enjoy cooking activities and shopping for ingredients which helps them to understand which foods are healthy and where food comes from.

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	1
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	2
The extent to which children achieve and enjoy their learning	2
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	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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