

Inspection report for early years provision

Unique reference number	EY317873
Inspection date	22/09/2010
Inspector	Linda Nicholls
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 has been a registered childminder since 2006. Registration is for the Early Years Register and both the compulsory and the voluntary part of the Childcare Register. The childminder is registered to care for a maximum of six children under eight years of whom three may be in the early years age range and one may be under one year. The childminder is currently caring for two children in the early years age range. The childminder is registered to care for one child overnight.

The childminder lives with her husband and three children aged 10, 13 and 16 years in Orpington, in the London Borough of Bromley. Ground floor rooms, a conservatory and an upstairs bedroom are used for childminding purposes. There is a secure garden for outside play.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is knowledgeable about the children's needs and encourages the uniqueness of each child. She creates a safe environment and children are kept healthy, supported to make positive contributions and to respect each other. The partnership with parents, other providers and agencies ensure the needs of children are met. Overall children experience a range of creative and engaging activities; however insufficient attention is given to tracking their progress towards the early learning goals. The childminder identifies improvement priorities for the continuous development of the service she provides.

What steps need to be taken to improve provision further?

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

- ensure the knowledge of safeguarding and complaints procedures reflect current practise 22/10/2010

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

- consider methods to evidence the assessment and planning of next steps to learning and development, to demonstrate the unique progress of each child towards the early learning goals and encourage parents to view and to add to these records of their child's achievements.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded by the childminders practice. Relevant policies and procedures are in place, visitors are monitored and children are supervised directly at all times. The childminder ensures all appropriate checks are completed for adults living in her home. Effective risk assessments together with established routines ensure that the premises are safe and hygienic. The childminder makes creative use of resources within the home and outside. The environment is safe and supportive. The play space is well organised using the living room, conservatory and the garden so that children are able to move between them during the day. Routine outings and walks to and from school are risk assessed to ensure that children are kept safe outdoors and gain from natural outdoor experiences. Shelving and open boxes allow all children safe and direct access so they can extend their own play. There are plenty of books, small world and role play items, construction toys, keyboards, number pads and a computer available for children to build their knowledge and understanding of the world.

The childminder offers an inclusive provision working with parents to build information of children's starting points. Contact books are in use for babies and regular discussions keep parents informed of their child's daily experience. Brief records and informal monitoring procedures identify individual progress but these are not linked to the early learning goals. The childminder acknowledges different cultures and annual celebrations with resources and activities that reflect the wider community. She works with other settings which children attend using the information they provide to ensure continuity in learning. Written statements from parents commend the care she offers. The childminder has identified priorities for the ongoing improvement of her service, such as improving her paperwork and attending further courses.

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

Children are happily settled and engaged in their play. Children enjoy their time at the childminders because the environment is well organised and welcoming. They develop good relationships with the childminder who provides supportive praise and encouragement so they behave well and show self-control in their interaction with others. They are able to explore a variety of cultures and customs throughout the year as the childminder introduces resources and activities such as making a St Georges Day flag from pizza, cheese and pepper strips, or red tissue paper poppies for Remembrance Day. She ensures they learn about their local community with weekly visits to other childminders, the local library or toddler clubs. Babies demonstrate they feel safe and secure with the child minder, pulling themselves up to stand by her as they develop their balance prior to walking. The childminder provides a good role model so children learn to respect themselves and others.

Children are articulate and confident because the childminder supports them as

they practice and expand their language skills. She encourages them to describe what they are doing, discusses events with them and asks questions to challenge them and make them think. They learn to listen with care as she invites them to share their thoughts or explain what they want to do next. Children learn about number and position as they talk about where people live and the four main points of the compass. They know people carry maps when they go walking for recreation. Children make independent choices in their play, choosing to complete two puzzles. They learn how to stay safe as they regularly practice fire evacuation routines. They know to leave the house and to stand in a designated safe place. Children learn about healthy lifestyles following established and effective hygiene procedures, taking responsibility for keeping their hands and faces clean. Fresh drinking water is available when they need it and the childminder works closely with parents to supply healthy and nutritious light meals. Toddlers enjoy being cuddled and to rest when they need. Children develop physical skills at nursery and local play parks. They know that bouncing on a trampoline builds muscles.

Children are encouraged to be creative and to express their ideas using a range of materials and media that develops their sensory skills. They feel different textures such as the rough weave of the rug, the smooth furnishings and tissue paper. The childminder ensures they have plenty of time to explore their own play because she is confident to allow them to take a full and active lead in their own learning. For example, they choose to make their own cheese sandwiches for lunch. Children show a confident awareness of themselves in relation to their place in their community; they know they go to nursery, live in England and the names of other children they meet at the childminders home.

The childminder makes brief descriptions on photographs showing children at play. She does not assess the activity or plan next steps to learning linked to the early learning goals so parents are not well informed of their children's achievements. There are no records of individual progress and so the needs of each child are not identified.

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	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	3

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	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	2
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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