

Inspection report for early years provision

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Inspection date	22/09/2010
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 registered in 2006. She lives with her husband and two children aged 11 and 15 years in a house situated in the London Borough of Bromley. All areas of the home are available for childminding and there is a secure garden available for outdoor play. The family have two goldfish in a tank in an upstairs bedroom, several tropical fish in a tank in the kitchen and a cat who lives outdoors.

The childminder is registered to care for six children. The childminder currently has four children on roll and they are all in the early years age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

She is a member of the National Childminding Association. The childminder uses local amenities including parent and toddler groups, a childminding drop in centre and local parks on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and thriving. The childminder creates a safe and secure environment, where children are valued and supported to make the most of their abilities. The childminder helps the children to feel comfortable whilst they attend the setting. Warm, positive and trusting relationships enable children to feel safe and secure. The childminder has a good capacity to maintain continuous improvement, because she seeks to improve her knowledge and understanding of children's early years through further education opportunities. The childminder ensures she is responsive to her users and is proactive in seeking the views of parents during the self-evaluation process.

What steps need to be taken to improve provision further?

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

- enhance the systems to keep the environment safe for the children by evaluating evacuation drills and recording in a fire log book any problems encountered and how they were resolved
- extend assessment systems by evaluating children's learning regularly to establish all the next steps for their learning and development

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection and how to safeguard children in her care. She carries out risks assessments effectively for both her home and outings, this ensures children are kept very safe whilst in her care; however, fire prevention strategies, whilst effective, are not fully recorded.. The childminder constantly gives exceptionally clear explanations to the children about the importance of keeping themselves safe whilst in the home and during school and nursery runs.

The children have access to a good range of resources that promote equality and diversity. The childminder works with the local schools and nurseries to provide activities that enhance the daily learning, ensuring continuity of care; for example, learning about festivals and celebrations from around the world. The childminder notes what the local nursery is doing and adapts activities to meet the developmental needs of the children in her care. The childminder ensures she makes it fun and educational to help the children remember what they have learnt.

The children's independence skills are enhanced as resources are stored to allow self selection. The childminder talks to the children at a level they can understand and explains the importance of sharing their toys. As a result, children are well behaved given their ages and stages of ability.

The childminder has comprehensive policies and procedures in place that ensure the parents are aware of her ethos and legal obligations in caring for the children. The childminder involves the parents in all aspects of her service. She asks parents to complete questionnaires to ensure that she is able to adapt her service to meet the children's needs. This is included in the childminder's self-evaluation. The childminder works extremely well with parents. She ensures the children's developmental needs are met through the detailed starting points assessed when the children start with the childminder. The childminder works with parents. She changes children's routines when parents ask her to in their feedback in the children's daily diaries and verbally at the end of the day. This ensures there is a great continuity of care for the children.

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

Children happily explore and experiment, while they learn through practical play. They use a good range of different materials and resources, in a safe, supportive and caring environment, helping them to confidently practise and acquire new skills. Children receive plenty of attention, with the childminder listening and responding to them throughout their activities. Children show they feel exceptionally safe in the childminder's company. They are very confident and independent learners. They make choices, help themselves to toys and readily approach the childminder if they need help or a cuddle. Steps taken to safeguard

children include effective child protection and close supportive supervision, for example, when moving from room to room.

Children learn to keep themselves safe exceptionally well; for example, they understand precisely what to do during fire drills although the childminder does not evaluate and note how these may be improved. Children have a thorough awareness of how to move around the setting safely. The childminder keeps a close eye on the children when they are wearing the dressing up shoes as they walk around. This ensures they can play safely and still have fun. Children are taught the importance of road safety and stranger danger by the childminder in an age appropriate way, which ensures the children are able to understand what they need to do to keep themselves safe from harm.

Written observations of the children's attainments, interests and learning styles are supported well with photographic evidence; so parents and carers enjoy very clear, visual images of their children's experiences. The childminder completes meaningful observations on all of the children in her care. These are detailed and show the progress the children are making. However, there are missed opportunities to further enhance their learning as the childminder does not always ascertain all children's next steps for their learning and development.

All of the resources and activities are adapted to suit the individual needs of the children participating in them. The childminder is highly skilled at using open ended questions to enhance children's learning. The childminder adapts the language she uses depending on the age and ability of the children she is talking too. As a result all children are attaining very well.

Babies thoroughly enjoy exploring toys that make different noises and those with different textures. The childminder is highly vigilant in ensuring that the babies are not able to access resources that are unsuitable for them. Older children are still able to access the resources that are appropriate for their age range; as a result, all children thoroughly enjoy their time at the childminder's and they all are progressing well with their 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?	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	2
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	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:	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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