

Inspection report for early years provision

Unique reference number	EY342775
Inspection date	24/02/2011
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.

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Description of the childminding

The childminder was registered in 2006. 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 five children under eight years of whom three may be in the early years age group. There are currently five children on roll of whom three are in the early years age group. Children attend a variety of sessions. The childminder lives with her child age seven years. They live in a house in Penge in the London Borough of Bromley. The whole of the ground floor is used for childminding and there is an enclosed garden and court yard available for outside play. There is suitable disability access. The family have no pets. The childminder is a qualified nursery nurse (NNEB) and a member of the both the Bromley and National Childminding Associations.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy a wide range and variety of planned and organised activities both in the setting and out in the community, helping them make good progress across all areas of learning. Children enjoy the time the childminder spends playing with them, helping them develop secure relationships and acquire a broad range of skills and knowledge. Children's racial and cultural heritage is highly valued and supported well, through the provision of good quality resources reflecting diversity and positive images of differences. The childminder has a strong capacity for maintaining continuous improvement, because overall, she evaluates her setting well, with much attention to ensuring children enjoy a well balanced programme and schedule of activities.

What steps need to be taken to improve provision further?

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

- enhance the hallway/kitchen/dining area, creating interactive experiences, supporting children's independent learning

The effectiveness of leadership and management of the early years provision

Children are safeguarded in the setting, because the childminder has a good understanding of what to do if worried about a child, including how to make an appropriate referral. The childminder clearly explains an appropriate procedure to effectively safeguard children, should an allegation be made against herself or member of the household. The childminder effectively assesses potential risks to children in the setting and on outings, taking appropriate steps and putting

suitable measures in place, ensuring children are safe and supervised at all times. The dedicated play room affords children a wealth of books, toys and play materials, supporting their learning and appreciation for differences. The childminder uses these resources well to promote positive attitudes and help children feel good about themselves. Resources are very well organised in the playroom and attractively displayed, including project work and posters, so that children are motivated and inspired to learn through play. Children also make good use of the space in the dining area of the kitchen, enjoying creative and make-believe activities, such as making cakes with play dough. This area of the home is spacious and comfortable, with well deployed resources, such as a writing and drawing easel, easily accessible. The walls are largely bare and not as bright and stimulating as the main play room, with fewer interactive experiences for supporting children's learning, such as photographs, pictures and prompt cards.

Overall the setting is very well organised, with good practice underpinned by robust policies, procedures and clear, accurate records. The childminder successfully evaluates her provision through seeking the views of children and their parents and carers, so as to drive improvement and effectively meet individual needs and wishes. The childminder sets herself clear priorities for the future, such as developing the court yard as an area for children to plant bulbs and grow vegetables, enhancing their enjoyment and achievement in the setting. Partnerships with parents and carers are well established, with ongoing sharing of information, through discussion, email and text messaging. The childminder keeps a folder for each child, with evidence of their learning in the setting and engages most of the parents and carers in making an active contribution, such as providing photographs and details of family outings and events. Links with other settings are good, such as the childminder collating a folder of information for a pre-school or nursery, with details of children's likes and dislikes. Partnerships arrangements are strong, enabling other settings to quickly establish children's starting points, through the childminder contributing observational assessment regarding children's developmental stage.

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

Children are happy, settled and enjoying a wealth of interesting and stimulating activities across all six areas of learning, helping them make good progress towards the expectations of the early learning goals. The childminder actively builds on children's likes and interests, planning and guiding their learning experiences, so that they are really enjoyable, such as visiting the dinosaur park at Crystal Palace. Children's learning is supported well with reference books, small life toys and practical activities, such as drawing and model making. Good use is made of observational assessment to track children's learning and acquisition of skills, enabling the childminder to effectively plan next steps. Children enjoy inclusive play experiences, with the childminder successfully accommodating the individual needs of each child in planned outings and group activities, such as music, rhyme and story telling sessions at the local library. The childminder spends much time playing with the children, showing them how things work, asking questions to

make them think for themselves and talking to them, so as to discover what they enjoy most.

Children contribute positively to the setting, sharing well, playing cooperatively and considering the feelings of others, through the childminders warm, calm and caring approach. They enjoy using a broad range of resources reflecting diversity, with many practical play experiences, enabling them to explore and appreciate racial and cultural differences. Children are secure with consistent and familiar boundaries and routines, helping them settle and feel safe. Children are helped to adopt a healthy lifestyle through enjoyable outdoor activities. Easy access to toilet and wash facilities are helping children adopt good personal hygiene habits and develop some independence. Children enjoy nutritionally balanced meals and snacks and are encouraged to make healthy choices. Children are assisted in exploring and understanding their environment and the wider community, helping them develop a broad range of skills for the future, including positive attitudes to learning and respect for others.

The childminder is keen to establish children's likes and interests, so that they enjoy activities and achieve well in the setting;

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	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	2
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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