

Inspection report for early years provision

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Inspection date	20/01/2011
Inspector	Denys Rasmussen
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 2007. She lives with her husband and two children aged four and seven years in Chislehurst, in the London Borough of Bromley. The whole of the downstairs of the premises and a room upstairs is used for childminding purposes. There is an enclosed garden for outside play. The childminder is within walking distance of public transport, local schools and parks.

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 four children aged under eight years at any one time, no more than three of whom may be in the early years age range. Currently there are seven children on roll, of whom four are in the early years age range. The family have a pet cat and hamster.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning, development and welfare are very well promoted by the childminder as she has a good knowledge of each child's individual needs, interests and abilities. The childminder's good practice is underpinned by her comprehensive policies and procedures and effective partnership with parents, which ensure children are well safeguarded. Children's health is exceptionally well promoted. The childminder is beginning to develop self-evaluation systems to identify her strengths and weaknesses. She takes parents and other's views into account when evaluating her service. She has a strong commitment to further training particularly relating to caring for children with special educational needs and, or disabilities. This provides a sound basis for her capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop self-evaluation systems as the basis of an ongoing review to enable continuous quality improvements.
- develop the system for recording children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has devised a comprehensive risk assessment to minimise risk to children in the home and when on outings. She has a sound understanding of her responsibility to safeguard children and her policy is in line with local guidance and

made available to parents. She has attended training and identified further training in this area, recognising the need to keep her practice up-to-date. The childminder has developed a range of policies and procedures which reflect the quality care provided. These are shared with parents so they have a clear understanding of the expectations of themselves, their children and the childminder. The childminder's home is well organised, with a welcoming atmosphere where children can easily help themselves to a wide range of good quality resources.

The childminder works closely with parents to ensure she has sufficient information about children's backgrounds and needs to enable her to give the best care possible. Children learn about the beliefs and cultural traditions of others when they celebrate festivals such as Thanksgiving, Diwali and Christmas. There are positive images within play resources and displays that challenge children's thinking and help them to embrace differences. The childminder shows commitment to develop her service and has met the recommendations set at the last inspection. She is keen to continue to develop her practice through keeping up-to-date with training and further developing her knowledge, particularly training relating to children with special educational needs and, or disabilities. Her self-evaluation is informed by the views of parents, other childminders and information from publications although she has not as yet collated this into a working document.

Partnerships with parents are fostered well and parents are encouraged to share what they know about their child, particularly when children first start attending. They are fully informed about the childminder's role and the care that is provided through discussion and the childminder's informative portfolio. The childminder liaise with other settings to gain information to enable her to complement the child's learning. The childminder gives parents detailed information about their child's day through daily verbal feedback and a contact book to enable consistency of care. Parents also receive a regular newsletter to up-date them about what has been happening, the service provided and the childminder's plans. The parents appreciate the effort the childminder makes to maintain a flow of information and comment that their children benefit greatly from being with her. They comment on her maturity, her vigilance, her good rapport with the children and her genuine affection for the children.

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

The childminder observes the children and uses this information to plan an appropriate learning environment to help them progress. She uses the information she has gained from other settings to enable her to continue and extend children's learning. For example, she ensured she used the same phonics system that the child's school was using and practises this with the children using a programme that was recommended. This ensures consistency. The childminder is currently developing her records of children's learning and development to ensure that they are clear and accessible. The childminder works from a yearly plan with projects to interest the children which she ensures incorporates their current interests. For

example, one child is very interested in transport so that is the next project. A chart to identify and mark off what types of cars they can see and what colour they are support their numeracy skills and a planned visit to the transport museum supports their knowledge and understanding of the wider world. Parents comment that they can see the progress their children are making with the childminder as their children are wanting to count and to look at books more often. Close relationships have been established and as a result, children settle quickly and make good progress in their personal, social and emotional development. The childminder is very calm and patient with realistic expectations. The children behave well because of her skilful guidance and positive manner.

Children have innovative opportunities to know and understand how to lead a healthy lifestyle. They are presently involved in a healthy eating project. They are learning to identify fruits and vegetables by experimenting with recipes such as fruit salads and smoothies and learn about their health value. They match fruits to a chart the childminder has displayed and can name a diverse group of fruits. A parent commented that the 'childminder provides activities to keep children's minds and bodies active, she complements this with a healthy diet of nutritious food which our kids thoroughly enjoy'. 'She instigates healthy food plays which teach our children in a fun constructive way the importance of healthy food'. Children show an exceptional understanding of following good personal hygiene routines, they talk about germs and why they might get upset tummies. Children have their own towels and are encouraged to wash their hands appropriately through pictorial instructions above the hand basin reducing the risk of cross infection. Fresh air and exercise is an important part of the daily routine and the children walk to school and back every day.

Children use their imagination well and show great pleasure when involved in their own made up games. For example, when they crawl on all fours pretending to be dogs, chasing each other around and laughing heartily. Children enjoy reading and there is a good variety of books available for the children to choose from. The childminder encourages the older children to read to the younger children promoting confidence and fostering caring relationships. Children mark their own work and the childminder scribes for very young children who want to explain their work with a caption. The childminder has used labels well for children to recognise words and for them to make choices in their play. Children learn how to care for animals by being kind to the cat, they visit farms to pet animals and go on woodland walks to look at nature. They enjoy collecting mini beasts, pine cones and leaves to examine more closely and plant sunflowers and pumpkins to learn how to plant and look after the plants. The programmable toys are popular and children enthusiastically manipulate the 'dog' to drink water. Children play number games and sing number songs introducing them to early calculation. They make shapes with the play dough and enjoy sorting objects into colours and shapes. They problem solve when connecting the train track and when they create things out of recycled materials. The children have a warm relationship with the childminder and enjoy her company.

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	1
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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