

Inspection report for early years provision

Unique reference number	EY361237
Inspection date	05/12/2011
Inspector	Ann Moss
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 registered in 2007. She lives with her husband and two children aged five and eight years. They live in the London Borough of Bromley close to local schools, shops, parks and transport links. The downstairs area of the home is primarily used for childminding. There is an upstairs bedroom for children to sleep and a fully enclosed garden for outside play. The childminder has a pet dog. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time. The childminder currently has three children on roll in the early years age group. She also offers care to children aged over five to 11 years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are cared for in a warm, welcoming environment where their uniqueness is celebrated and respected. They make good progress in their learning and development and have their welfare needs met overall. The arrangements for working in partnerships with parents and other, and ensuring the required documentation is place are effective. Self-evaluation clearly identifies the setting's strengths and the childminder has given due consideration for the future development of the setting. This demonstrates a commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- review the information shared with regards to seeking any necessary emergency medical advice or treatment in the future, and ensure this is fully understood by parents
- review the risk assessment to ensure it covers anything which a child may come into contact with.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected effectively because the childminder has a clear understanding of child protection issues. She has received training on safeguarding and ensures her procedures meet with the Local Safeguarding

Children Board procedures of her local authority. Children play in an environment where their safety and welfare is prioritised. The childminder carefully risk assesses her home, garden and outings and takes action to minimise any potential hazard. However, the childminder has not fully identified all potential hazards, for example the emergency evacuation route is not clear from obstruction and the safety gate does not ensure all possible hazards are made in accessible, such as the dog. There is a detailed emergency evacuation plan in place which is practised and a record maintained of the drill. Children learn to keep themselves and others safe through the good routines in place and demonstrate their understanding through their role play, for example, when the childminder calls 'fire', 'fire', they know to call the call a fire engine. The childminder maintains an up-to-date paediatric first aid certificate ensuring minor incidents can be dealt with quickly and efficiently. All documentation, policies, procedures and written parental consents are in place and well maintained, providing on hand information in support of children's individual needs. However, the system in place for sharing one aspect of information with parents is not sufficiently clear.

The childminder makes good use of all available space indoors and out providing the children with a happy, homely environment for their play and learning. This supports their emotional health and well-being. Children have independent access to a good range of quality toys and resources to support continuous independent play, which are used well to support planned next steps. Equality and diversity is well embedded throughout the childminder's practice. The childminder works in partnership with parents and carers to recognise the uniqueness of each child to ensure their individual needs are identified and met. The childminder makes the most of practical activities and resources to help children understand the diverse sociality in which they live. Children learn about the similarities and differences of others and the childminder introduces aspects of her own culture through story time, cooking and conversation. All children have equal access to all play and learning opportunities, helping them to reach their full potential.

The childminder recognises the value of continuous quality improvement and how this impacts on children's achievements. She uses the Ofsted self-evaluation form as a basis of ongoing internal review and assesses what the setting offers and areas for future development. The childminder communicates with parents verbally each day and provides a wealth of written information providing an insight into their child's care and learning. The childminder welcomes parent's feedback to help to identify any areas she can develop. The written feedback from parents demonstrates they are delighted with the quality service their children receive. The children attending do not, as yet, attend other settings; however, the childminder is aware of the importance of developing links with other providers supporting children's individual needs to ensure continuity and coherence between.

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

Children are provided with a wide range of opportunities to investigate, explore and use their creativity and imagination. They are keen to participate and show enthusiasm as they freely select activities that engage their interest. Activities are well planned and clearly linked to planned next steps. Children develop their sense of texture and painting styles as they use a wide range of art and craft materials. They paint, chalk and stick. Their individual creations are proudly displayed developing children's self-esteem and confidence in their abilities and achievements. Songs, rhymes and stories are used to develop skills in language for communication and numeracy. Outdoor play provides opportunities for children to build on their physical skills and learn about the environment. For example, during outings the childminder allow them time to collect fallen leaves and twigs and talk about the changes they see. They use everyday technology equipment in their imaginative play and know how to operate simple programmable toys and turn knobs and switches, developing skills for the future. Children show good concentration and perceive well in tasks that interest them such as removing the sticky back plastic from a variety of shapes and peeling a tangerine. Children play cooperatively. They share resources well enabling good relationships to be built. They visit toddler groups and other interesting activity groups outside of the home, which enhances and supports socialisation.

Children feel safe because they are beginning to learn to recognise and manage risk for themselves, for instance they climb up, turn and place their bottom safely on a chair. They learn about the benefits of adopting a healthy lifestyle through the daily routines in place. Children enjoy healthy and nutritious meals and fresh fruit snacks, provided by the childminder that meet their dietary requirements. They are developing an awareness of their own needs and help themselves to a drink when needed. Young children are beginning to develop early skills in self-care because the childminder encourages them to gradually share control of food and drink, for instance holding a spoon during feeding.

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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