

Inspection report for early years provision

Unique reference number	EY394210
Inspection date	11/01/2010
Inspector	Lindsay Ann Farenden
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 lives with her partner, four-year-old twins and eight-year-old daughter in a house in Beckenham in the borough of Bromley. The whole of the ground floor is used for childminding and the first floor bathroom. One room is a designated playroom. There is a fully enclosed garden for outdoor play. There is easy disabled access to the ground floor. The family have one pet cat.

The childminder is registered to care for four children under eight years of whom one may be in the early years age range. There is currently one child in the early years age group on roll. The childminder is registered on the following registers the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The overall effectiveness of the provision is good. The childminder promotes all aspects of children's welfare with success, ensuring they are very safe and secure. Overall children's individuality is recognised and nurtured by the childminder who has a good knowledge of their individual needs, interests and abilities. The excellent partnership with parents contributes significantly to children's well-being in the setting and ensures good continuity of care. The childminder is keen to attend training to further develop her knowledge of the Early Years Foundation Stage to continually improve her childminding service and the learning experiences for the children in her care.

What steps need to be taken to improve provision further?

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

- continue to develop resources to support children's understanding of cultural diversity, race, gender and disability.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded and their welfare and developmental needs are met very well. The childminder has a good understanding of the signs of a child abuse and has clear written procedures of what to do if she has concerns about a child. All adults living in the home have had checks carried out on them to ensure they are suitable to be around children. Risk assessments have been undertaken for inside and outside of the home to reduce the any potential hazards and high consideration is given to ensure children are safe at all times. Smoke detectors are regularly checked and the childminder has devised a fire evacuation procedure. Children learn to keep themselves safe through simple explanations appropriate for

their stage of development, for example, why they must wear their straps in the buggy and the dangers of inappropriate climbing.

Comprehensive written policies and procedures guide the childminder in her daily practice and her record keeping is very well maintained. The childminder uses self-evaluation and parents' questionnaires effectively to identify her strengths and areas of improvement to further benefit the outcomes for children. The childminder has an excellent range of toys which she changes frequently to keep their interests. The childminder is aware that some children have special educational needs and/or disabilities and would do her best to accommodate them providing she could meet their needs, by working closely with parents and other agencies involved with the child.

The childminder values the role of parents, and views about their child's routines and needs are actively sought before the child starts and during their settling-in period. Also very detailed information about children's skills is obtained and used effectively in helping children make good progress in relation to their starting points. The childminder has devised a profile about her childminding service and she spends time with them explaining her policies. Parents are kept well informed about their child's day verbally and through an in-depth daily diary detailing their child's care routines, activities they have done and specific steps in their development.

The childminder is very motivated to improve her childminding service through attending training courses and the outcomes from parents' questionnaires.

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

Children are content and enjoy the time they spend in the childminder's care. The childminder continually engages in conversations with the children during daily routines and whilst they play. This helps children feel safe and comfortable around her. Children confidently choose resources which are set out in a designated playroom for their age and stage of development. They use their imaginations well as they play with dolls. Children explore toys that require them to press buttons to make sounds with great interest. The childminder helps younger children develop their walking skills and they take delight in crawling through a pop-up tunnel. Young children are developing their problem solving skills as the childminder helps them to understand how to put the pieces in the correct slots. The childminder gets down to the children's level and supports them extremely well during their play. She talks to them about what they are doing, encouraging their language skills and learning through play.

Children are developing their social skills as they interact with the childminder's own children and visit parks and see other people around them. Children access a few toys which reflect positive images of diversity. The childminder plans to increase her resources in this area.

The childminder understands the importance of children learning through play and

during everyday routines. She is familiar with the early learning goals and the 'Statutory framework for the Early Years Foundation Stage'. She completes meaningful written observations of what children can do and uses these effectively to plan experiences that help children take their next stage of learning.

Children are cared for in a clean home in which the childminder carries out very good hygiene procedures to protect children's health. The childminder holds a current first aid certificate so is able to administer first aid in the event of an accident. Children start to develop healthy eating habits from a young age as they are provided with nutritious home cooked meals and snacks which include fruit. Drinking water is available to them at all times, preventing them from becoming thirsty.

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

How effectively is the Early Years Foundation Stage led and managed?	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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----