

Inspection report for early years provision

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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 was registered in 2009. She lives with her husband and two-year-old child. They live in a two bedroom house in Beckenham. Children have access to the whole of the premises. There is an enclosed garden for outside play at the rear of the property. The childminder is within walking distance of local schools, parent/toddler groups and parks. The childminder has no pets.

The childminder is registered to care for no more than three children under eight years. There are currently seven children on roll, all of these are in the early years age group. The childminder is registered on 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 good knowledge of each child's individual needs ensures that the childminder promotes all aspects of the children's welfare and learning with success. The children are very safe and secure in the care of the childminder and they enjoy learning about their local area and the world around them. The partnership with parents is a key strength and contributes greatly to all of the children's needs being met. Children are making good progress, given their age, ability and their starting points. The childminder is beginning to self-evaluate her practice, although this is still in its infancy. She shows commitment to improve areas in her practice in order to meet children's individual needs and improve the outcomes for children in her care. This results in a service that is responsive to the needs of the parents.

What steps need to be taken to improve provision further?

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

- increase resources to promote equality and diversity with the children
- continue to assess ways in which to record children's written assessments and ways to use these alongside the planning.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of child protection and how to safeguard children. The childminder ensures she shares all of her comprehensive policies and procedures with the parents, which ensures she keeps them informed of her practice. This ensures that children are protected well from harm and neglect. Children feel very safe due to the caring nature of the childminder and her excellent knowledge of safety issues. The childminder ensures that comprehensive risk assessments are carried out on all areas of the home and for outings, this ensures that her home and outings are safe for the children attending.

The childminder provides an inclusive service that promotes children's welfare requirements. She understands and engages in reflective practice, respecting diversity and valuing each child as an individual. The childminder carries out festivals and celebrations from around the world, and teaches it to the children at an age appropriate level. However, there are missed opportunities to further enhance the children's learning of diversity and equal opportunities as they have limited access to resources to teach them. Children are able to self select resources to promote all areas of learning. This enables their acquisition of independence in self selection.

The childminder demonstrates a positive attitude to continuous improvement through ongoing training to enhance her knowledge and understanding of childcare and education. The childminder has identified some strengths and weaknesses in her practice through self-evaluation. For example, she has carried out risk assessments and has taken necessary steps to protect and promote their welfare through effective policies and procedures.

The childminder improves areas of her practice through regular training sessions and through consultation with the parents. The childminder has attended numerous courses to update her knowledge and understanding of childcare practice since registration. The childminder consults the parents via questionnaires and daily feedback to ensure they are happy with the service she provides and to find out if they would like anything changed.

The childminder ensures she effectively communicates on a daily basis with the parents of the children in her care. The parents have daily contact books which keep a very detailed record of what the children have participated in during the day. The childminder shares all of her observations and portfolios of the children with the parents. The childminder completes portfolios that contain pictures of the children's activities and samples of their art work. The parents receive detailed daily feedback about the day the children have had. The excellent partnership with parents ensures continuity of care of the children. The childminder has ongoing, effective partnerships with other agencies which ensures the needs of the children in her care are paramount.

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

Children are very happy, well behaved and are confident learners. Children's language development is fostered well as the childminder encourages them to express their feelings and thoughts as they play. For example, young children respond to the childminder's open-ended questions with single words, gestures and positive body language. Children play imaginatively and are provided with experiences and support to help them develop a positive sense of themselves and others. They are interested and motivated to learn as they explore the resources and learn new skills.

The childminder observes children well, through spending time with them during

their activities, as a result, she is able to see which activities need to be planned to aid their development further. The childminder is beginning to keep records of children's learning and development, including photos of the children at play. These are enabling the childminder to monitor progress. Written next steps allows the childminder to see the areas she needs to work on in progressing the children with their development. The childminder continually looks at her practice regarding her written observations to ensure they are meeting the developmental requirements of the children that she is caring for.

The childminder plans her time well. She has long term plans in place which show what themes the children will be learning over the year. The childminder then has weekly plans in place which are fed by the interests of the children and from the long term planning. The childminder plans a week at a time and uses the children's interests and what is happening with the weather to plan activities for them. This keeps the planning flexible, fun and enjoyable for the children.

Children play and move around in a hygienically clean, tidy and well organised home, promoting their health and welfare. Children have some good opportunities to enjoy fresh air and exercise. Children receive a very healthy, nutritious and balanced diet from the childminder. Before any meal children have their hands washed by the childminder, which helps to protect them from cross infection and contamination.

Children are friendly and sociable because the childminder consistently praises and supports children in their social skills. The range of activities both in the home and in the community are enabling children to develop skills for the future. The childminder has a very calming nature about her which results in well behaved children who respond well to praise. The childminder ensures she is consistent in her approach to behaviour management and adapts it to the age and understanding of the children involved.

Children feel very safe and secure in the setting because the childminder is consistently available to help and support them, especially whilst settling in and practising new skills. Excellent measures are in place to keep children safe, enabling them to move around the premises freely when making their own choices of activity. Children are taught at an age appropriate level, about tidying toys away to prevent trip hazards and to treat toys correctly to prevent them from breaking. Children are able to feel safe and very secure due to the vigilance of the childminder. Stair gates are in place to stop children entering areas which they will be unsupervised in. Children participate in regular fire drills, which are evaluated to ensure children's safety is paramount and any concerns are highlighted and actioned straight away.

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	1
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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