

Inspection report for early years provision

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Inspection date	24/08/2012
Inspector	Rebecca Hurst
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.

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Description of the childminding

The childminder was registered in 2010. She lives with her partner and four year old child in a home situated in Orpington in the London Borough of Bromley. The family has two goldfish. All areas of the home are available for childminding and there is an enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five children under eight years old at any one time. Of these, two may be in the early years age range. There are currently three children on roll in the early years age range.

The childminder is a member a childminding association. She makes regular use of the local amenities including parks and parent and toddler groups. She 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.

Children are happy and settled because the childminder creates a stimulating, safe and secure environment. Children are valued and supported to make the most of their abilities, making good progress. The childminder evaluates her provision and partnership working with regards to the evaluation is generally in place. She seeks to improve the learning opportunities provided, working towards the best possible outcomes for children. As a result, the childminder has a good 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:

- improve systems used to evaluate the effectiveness of the provision, by seeking parents' views and involving them in their children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection and how to safeguard the children whilst in her care. Good risk assessments are in place for both the home and for all outings the children attend. Children also participate in regular fire drills which are evaluated to enable the childminder to keep the children safe. Good supervision is in place when the children move around and the childminder takes time to explain how to play with resources safely.

Resources are of good quality and the childminder swaps them around so the children get a good mix of resources. The childminder makes good use of local toy libraries and resources the schools lend to enhance to the children's learning. A good amount of resources are available to the children to teach them equality and diversity and the wider world around them. The childminder takes time to find out about the children and their backgrounds to plan to meet their individual needs. The children participate in a good range of activities to promote different festivals and celebrations from around the world.

The childminder is proactive in undertaking further training courses to keep herself up to date, recent training has included Mencap training and understanding the revised Early Years Foundation Stage. The childminder works well with the local schools the children attend. She has their plans in place so she can extend and enhance what they are learning at school, this provides good continuity of care. The childminder evaluates her provision. She is able to highlight her key strengths and which areas she wishes to work upon. Currently parents' views are not fully used effectively to bring about the best possible outcomes for children. The childminder works with the children to look at their likes and dislikes and uses this information when planning to meet their learning and developmental needs. The childminder works successfully with the parents to ensure there is continuity of care for the children. Before children start with her the childminder discusses children's individual needs and where they are in their learning. Daily feedback is given to the parents on how their children have been and how well they are progressing with their learning and development.

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

Children have a good sense of belonging and are settled and happy. Children's self-esteem and confidence levels are nurtured and boosted by the strong relationships they have built with the childminder. They like to snuggle up with the childminder and gain reassurance from her. The childminder is skilled in asking the children open-ended questions to make them think about what they are doing, this helps them to progress well in their learning. Children are making good progress with their speech and they show that they are becoming inquisitive learners, showing curiosity in all that is going on in the setting. Children show they understand how to keep themselves and others safe through the safe use of the resources.

Good hygiene procedures ensure the children are protected from cross infection and contamination. Freshly prepared and nutritious meals enable the children to learn about healthy eating. Children serve themselves meals to learn independence skills and portion control. Children have daily opportunities to access resources to promote physical development, such as local parks and the childminder's back garden. The childminder takes time to talk to the children about their behaviour and, given their ages and stages of development, they are well behaved.

The childminder is skilled in making sure the activities promote children's development in all six areas of learning and offer sufficient challenge to them and help them to gain skills for the future. Detailed observations allow the childminder to effectively plan the children's next steps of learning to promote their learning and development. Resources are well used to support and extend children's learning in all areas.

Children enjoy using their imagination when playing and pretending they are exploring the moon. They talk to the childminder about what they can see and what they are looking for. They pretend to fly in space rocket and they lay on the floor looking at the ceiling and the childminder talks to them about what they can see and suggests stars and the moon. The children play with letters and place it in a toy that sings a song and then teaches the children the phonic sounds of the letter. The children enjoy singing along and trying to say the letters. The childminder praises the children well for what they are doing.

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

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