

Inspection report for early years provision

Unique reference number	EY410789
Inspection date	10/12/2010
Inspector	Jospephine Goeghegan
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 2010. She lives with her partner and their daughter who is in the early years age range. They live in the Elmers End area of the London borough of Bromley. Children have access to all areas of the home. The childminder may care for no more than five children under eight years; of these, not more than two may be in the early years age group, and of these, not more than one may be under one year at any one time,. The childminder is also registered to provide overnight care for one child from birth to under eight years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll in the early years age range who attend on a part-time basis, one of whom is learning English as an additional language. The family do not have any pets and the childminder does not employ an assistant.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Systems are in place to ensure the needs of all children in the Early Years Foundation Stage are met effectively, with good aspects of care relating to many of the outcomes for children and leadership and management. The childminder implements a range of policies and procedures that help safeguard children and promote their welfare, although children's participation in emergency evacuation drill is not yet established. The childminder shows a capacity to maintain continuous improvement as she is developing methods of self evaluation and systems of assessing children's progress. Good relationships have already been established, as a result, children are happy and settled in the childminders care.

What steps need to be taken to improve provision further?

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

- carry out regular evacuation drills and ensure details are recorded in a log book of any problems encountered and how they were resolved.
- develop the methods of assessing children's progress to ensure observations of children's progress match the expectations of the early learning goals.
- develop the use of self-evaluation to ensure all aspects of the childminding service are evaluated effectively.

The effectiveness of leadership and management of the early years provision

Systems are in place to help safeguard children and promote their welfare as the childminder has obtained relevant safeguarding information. She has devised

appropriately safeguarding policies and procedures, ensuring clear procedures are in place so that any concerns regarding children's welfare are dealt with effectively. The childminder has implemented clear procedures relating to the supervision of children while building works are completed at her home and appropriate vetting checks have been completed regarding the suitability of all adult household members to be with children. The childminder holds appropriate qualifications in first aid and is presently completing the introduction to childminding practice course.

The childminder shows high regard to promoting safety; she has completed a risk assessment and conducts monthly safety checks of her home. A range of safety equipment is in place, including fire safety equipment and an evacuation routine is displayed, although regular evacuation drills are not yet established. All required documentation is in place which is shared appropriately with parents. Engagement with parents is strong as the childminder makes time to discuss all events of the day when children are collected and offers parents a written daily record sheet that details all activities and events of their child's day. In addition, parents are able to settle their children into the childminders care gradually, enabling them to feel safe and secure when they leave.

The childminder shows an awareness of ensuring partnerships with any other agencies are effective. Good systems are in place to ensure deployment of resources is well targeted to meet children's needs. For example, the childminder ensures the day is well organised so that children can access both indoor and outside play and use resources that reflect all areas of learning. The childminder has made a good start at evaluating the quality of her service, although her evaluations do not cover all aspects of her service as yet. She shows a commitment to driving improvement as she has accurately identified areas for improvement through her self evaluation so far and she is currently attending an accredited childcare course, extending her knowledge of childcare and education. The childminder shows a strong commitment to promoting equality. She ensures details are recorded regarding children's individual needs and helps them learn about diversity through planned activities and outings relating to cultures and beliefs. In addition, books and resources promote positive images of people in the community, including posters that show writing in a variety of languages. The childminder liaises with parents to support children who are learning English as an additional language and uses a few key words from the child's home language to aid communication.

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

Children are able to play in a well maintained learning environment where information is displayed for parents along with samples of children's creative work, promoting a welcoming environment. Children benefit from lots of clear play space enabling them to move freely and select resources that are stored at low level. They have access to a wide range of good quality toys and books that are suitable for their age and stage of development. Children's physical care needs are supported well by a good range of child sized furniture and equipment. The childminder supports children's learning well by following children's interests and

extending their learning during play. She asks lots of questions that promote active learning and holds children's attention well during group activities, such as story time.

The childminder shows a commitment to working with parents to ensure any additional needs are identified and children are appropriately supported. The childminder has recently begun childminding and is establishing methods of assessing children's progress, although observations of children's progress are not consistently matched to the expectations of the early learning goals. The childminder uses the information gained through her assessments to plan activities and outings that meet children's individual learning needs and reflect all areas of learning. Children benefit from a good balance of learning opportunities, including free play and adult-led activities along with daily outings that include opportunities for outdoor play. Children are offered a balanced diet of home cooked meals that include fresh fruit, vegetables and regular drinks, promoting healthy eating habits. Children follow well established routines that develop their awareness of good hygiene habits such as appropriate hand washing. They are supported well in the event of an accident or illness as the childminder holds an appropriate first aid qualification and keeps a well stocked first aid box and relevant records, helping to safeguard children's welfare. Children benefit from clear guidelines regarding expectations of their behaviour; as a result they are well behaved and respond positively to the daily routines. Children develop their social skills as they sit and eat together and enjoy relaxed meal times. They are supported well by the childminder in learning to share and take turns during play and help tidy away toys after use, showing a positive contribution to their learning environment.

Children show good relationships with each other and the childminder, helping them to feel safe. However, some safety practices are not yet established, such as participating in regular emergency evacuation drills. Children have access to a good range of resources and activities that help them learn skills for the future; as a result they are becoming active learners and show confidence as they talk about the toys and books they like with the childminder. They develop their language skills as they listen intently to stories read by the childminder and talk about the pictures. Children have good opportunities to develop their creative skills and make purposeful marks while using a range of drawing and art materials. They enjoy being imaginative while using dinosaurs and trains. They show skilful use of electronic computer style games, enabling them to develop their awareness of technology while extending other skills; for example, children count accurately as they follow the computer programme independently. They show an understanding of sequence as they add the clothes to the felt teddy. They develop their problem solving skills as they fit the pieces of the train track together independently and enjoy using a wide range of puzzles. Their learning is extended as they talk about the puzzle pieces and name the letters and sounds of the alphabet puzzle with the childminder. They adopt healthy lifestyles and develop their physical control as they use climbing equipment during outings to the park. Children use a range of musical instruments effectively, enabling them to enjoy and explore sound. Children have good opportunities to learn about their community as they engage in frequent outings to local children's groups, enabling them to socialise and use a broad range of equipment.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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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	3
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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