

Inspection report for early years provision

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Inspection date	23/05/2012
Inspector	Lara Hickson
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 registered in 2011. She lives with her husband and two children aged seven and eight years in a three bedroom terraced house in Bromley, Kent. The ground floor is used for childminding purposes. Children also have access to the first floor bathroom and a bedroom for sleeping purposes. There is an enclosed garden for outdoor play. The family has two pet gerbils. The childminder is registered to care for a maximum of four children under eight years at any one time; of these, three may be in the early years age range and, of these, one may be under one year at any one time. The childminder is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently three children in the early years age group on roll, all of whom attend on a part-time basis. The childminder is happy to take and collect children from local schools and nurseries. She attends the local parent/toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder actively and effectively supports the welfare and developmental needs of children. She demonstrates a good awareness of how children learn and is further developing planning of children's next steps linked to the early learning goals. The childminder's introduction of new vocabulary and educational ideas through play activities supports and extends children's language and communication skills particularly well. Although she does not complete self-evaluation systematically, the childminder's capacity for improvement is good. She demonstrates a positive approach towards completing additional training as a way of extending her knowledge further. Effective partnerships with parents and others who work with the children enable the childminder to well promote consistency of care to meet their individual needs.

What steps need to be taken to improve provision further?

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

- enhance reflective practice and self-evaluation to take into account the views of others, including parent/carers and children.

The effectiveness of leadership and management of the early years provision

The childminder implements good systems to help ensure safeguarding of children. For example, she holds a current first aid certificate and maintains close supervision of children. The childminder's understanding of local procedures and of

her role with regards to recording and reporting any safeguarding concerns further enhances children's welfare. The childminder demonstrates a good understanding of how to help children to feel and keep safe. Risk assessments are in place and reviewed periodically to keep hazards to a minimum. The home is safe and secure and children cannot leave the premises unsupervised. The childminder encourages children to keep safe through gentle reminders as they play. For example, she reminds children to be careful when using the trampoline and when climbing steps to the lawn. She supports children to use utensils and tools safely, for example, when using scissors to cut magazine pictures during a sticking activity. She practises fire evacuation procedures regularly with children so that they are aware of the procedure to follow in the event of an emergency.

The childminder demonstrates a positive approach towards inclusion. She works closely in partnership with parents to effectively meet the individual needs of all children and demonstrates a comprehensive understanding of children's unique needs. At the start of each placement, discussions with parents and initial observations enable her to form a baseline assessment for each child. This information informs future planning to extend individual learning further. Children experience a good balance of freely chosen activities, as well as adult initiated activities. They are well able to independently access a wide range of age- and stage-appropriate toys and resources which support their learning in all six areas. There is a range of resources that depict positive images of disability, gender and culture which the childminder is continuing to build. She has also introduced children to different cultures through festivals to well promote children's understanding of the world around them.

The childminder demonstrates a keen and effective capacity for improvement. Although she has not completed formal self-evaluation, she is effectively evaluating her service. However, she does not currently use the views of parents/carers and other agencies to support the identification of strengths and areas for future development. The childminder is planning on undertaking additional, training courses to improve her knowledge of childcare further. She frequently meets with other childminders to share ideas and keep up-to-date with information that will enhance her provision. She maintains documentation to a good standard and all records required for the safe and efficient management of the setting are available for inspection.

Partnership with parents is good. The childminder keeps them well informed about their children's care, learning and development through liaison upon arrival and collection. Letter of thanks from parents are full of praise, including, 'She is committed, industrious, trustworthy and reliable and quite obviously loves working with children.' The childminder well recognises the importance of working in partnership with other providers. She liaises effectively with local pre-schools and reception classes and builds on the activities children are enjoying.

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

Children are happy and settled in the welcoming, family-orientated setting and enjoy exploring a wide range of activities and resources. The childminder enables children to feel safe and secure by supporting them in their play. She plans her day

effectively to meet individual routines, including sleep times and school runs. The childminder is well aware of children's individual stages of development and uses this knowledge to encourage their learning. Visits into the local community, including to a library, enhance children's learning further. At local parks, children extend their climbing and balancing skills on different apparatus. Children develop valuable future skills. For example, the childminder enhances their language and communication skills as they play. A good selection of resources is available to extend children's information and technology skills.

Space in the home is organised effectively so that children have room to move around safely and freely. The childminder makes good use of observational assessment to determine how children are progressing. Children achieve well through a variety of activities and play experiences. The childminder is working towards fully linking observations to the early learning goals and to always including the next steps for children's individual learning. Regular outings to toddler groups enable children to learn from different activities and to socialise with others as they learn to share and take turns. Behaviour management is good and clear strategies are in place for children to learn about appropriate behaviour from an early age. The childminder discusses any challenging behaviour with children at a level appropriate to their understanding. The childminder supports children to become independent. For example, she encourages children to put on their own shoes to go into the garden.

The childminder successfully introduces educational ideas into play activities. For example, children learn about shapes, numbers and colour from books, playing with construction equipment and during art and craft activities. Imaginative play is well extended through small world, dressing up and media, including play dough. The childminder well extends children's learning further. For example, she introduces numbers from ten to twenty to extend learning further through creative activities and number songs and rhymes. Children effectively solve problems when completing a range of puzzles. Children benefit as the childminder talks to them continually and listens to their responses. Children are keen to communicate and enjoy sharing a range of books to develop their early reading skills.

Children gain good understanding about healthy lifestyles. They enjoy regular exercise with daily opportunities for physical play and fresh air. They enjoy healthy, well balanced range of meals and snacks that take into account individual dietary requirements, as well as parental preferences. Children make healthy choices from a selection of snacks. The childminder introduces children to thinking about how their bodies work. For example, she reminds children to drink more water as it is a hot day. Older children gain good independence regarding personal hygiene and the childminder checks that they wash their hands.

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