

Inspection report for early years provision

Unique reference number	136593
Inspection date	01/12/2008
Inspector	Rebecca Hurst
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder has been registered since 1999. She lives with her son in a home situated in the London Borough of Bromley. All areas of the ground floor are available for childminding. There is a garden available for outdoor play.

The childminder is registered to care for six children under eight years old. She is currently caring for 12 children under eight, and of these five are in the early years age group, many attending on a part-time basis. The childminder also cares for children over eight years on a part-time basis.

The childminder is a qualified primary school teacher. She is a member of the National Childminding Association. The childminder makes regular use of the local amenities including the parent and toddler groups, library and parks.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The childminder has sound knowledge of each child's individual needs, ensuring their welfare and learning needs are being promoted. The childminder ensures that children are safe and secure whilst they are in her care and learning about the world around them. Partnership with parents is satisfactory and the childminder liaises with them to ensure children are making satisfactory progress with their development. The childminder does not have a system in place for regular self-evaluation, as a result priorities for future development are not promptly identified. As a result the service provided is not responsive to the needs of all of its users. The childminder organises a range of suitable activities to support children to develop and learn, however, while she is well organised in most of her paperwork, planning and assessment systems are not yet fully developed to encourage children to make maximum progress.

What steps need to be taken to improve provision further?

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

- improve current planning systems to reflect next steps for children (Early Years Register, Educational Programmes)
- ensure action plans are in place for further development
- increase the number of written assessments that are being completed
- improve resources that reflect people with disabilities

The leadership and management of the early years provision

Children's welfare is promoted well by the childminder. Children are safeguarded as the childminder is thoroughly aware of safety and ensures daily safety checks are taking place. The childminder has sound knowledge of child protection and safeguarding children. The childminder explains to the children the importance of safety around the home, and why they must only go into the kitchen when an adult is present. Children are also taught about road awareness and 'stranger danger'. This is done at a level the children are able to understand.

Children benefit as the childminder is organised and well informed about most aspects of the Early Years Foundation Stage. She is able to plan and implement activities which support their learning needs. However, her planning does not yet fully arise from observations of children and this is something that the childminder wishes to develop in future as she understands the need to identify children's next steps for learning to help them progress fully. The childminder's policies and procedures are suitably written to protect children.

The childminder currently does not have a self-evaluation or action plan in place. The childminder is currently in the process of adapting a questionnaire for the parents, which will allow her to suitably evaluate the provision that she provides.

The quality and standards of the early years provision

The childminder has a developing understanding of the Early Years Foundation Stage curriculum which helps her to plan educational activities for children in her care. Children clearly enjoy their time in the setting and the childminder asks lots of open questions to help support their learning. Children enjoy exploring new ideas with the childminder. For example, children are learning about Christmas. The children enjoy art and craft activities, which allow the children to enhance their independence skills. The play room is organised well which enhances the children's learning as they are able to acquire independence skills with self selection of the resources.

The childminder feeds back daily to the parents about the day and what the children have been doing, they also have daily diaries that the childminder completes which ensures the parents are informed about the provision. Children have access to a good range of resources and activities that reflect diversity, which allows children to learn about the festivals and cultures from around the world. However, there are limited resources that reflect people with disabilities. As a result children's learning is limited in this area.

The childminder has medium and long term planning in place for the children and is aware of how to use her written assessments of the children. However, the childminder has completed a limited number of assessments on the children in her care, which results in the planning not being appropriately informed to help with the children's development.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Ofsted carried out an unannounced visit on 10 August 2007 and an action was raised in relation to ensuring children are appropriately supervised at all times. An unsatisfactory response to the action was received and the provider was asked to supply additional information. A satisfactory response has now been received and Ofsted are therefore taking no further action. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.