

Inspection report for early years provision

Unique reference number	159385
Inspection date	19/02/2009
Inspector	Joanne Lindsey Caswell
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 2001. She lives with her two adult sons in Anerley, in the London borough of Bromley, close to parks, schools, shops and public transport links. The childminder's home is situated on the second floor of a block of maisonettes, with no lift access. Childminding takes place on the downstairs level of the premises, with the exception of the first floor bathroom.

The childminder is registered to care for a maximum of four children at any one time and is currently minding three children aged under five years. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is willing to collect children from local schools and pre-schools.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder knows each of the children well and is generally effective in supporting their individual needs. Information is appropriately exchanged with parents/carers regarding children's care routines, although partnerships with parents/carers and other early years settings are still being developed to support children's learning and development. Self-evaluation is not yet fully in place, although the childminder is aware of the strengths of her provision and the aspects she wishes to develop further. Children are generally safe and secure at all times and benefit from close relationships with the childminder.

What steps need to be taken to improve provision further?

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

- develop children's understanding of safety routines by regularly practising the evacuation drill
- improve the provision for supporting children who are learning English as an additional language
- improve the procedures for assessing children's learning by completing observations which support all areas of development
- maintain a regular two-way flow of information, knowledge and expertise between parents/carers and other early years practitioners, to help support and extend children's learning and development
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children

The leadership and management of the early years provision

The childminder has a satisfactory understanding of her role as a childminder. She takes most precautions to keep children safe and is fully aware of her responsibility in safeguarding children. All adult members of the household have been appropriately vetted to ensure children's safety. Risk assessments are completed regularly and are used effectively to identify any potential hazards. Relevant action has been taken in meeting the recommendations raised at the last inspection.

The childminder has a positive attitude towards updating her knowledge and attends some training courses. She recognises the strengths of her provision and is able to identify areas she wishes to develop further. However, at present, she does not use any other form of self-evaluation and does not actively seek the views of parents/carers and children on a regular basis, in order to make continuous improvements across the provision.

The childminder understands the value of play and daily experiences in order to enhance children's learning and broaden their experiences. As a result, children enjoy a range of practical activities and outings, such as visiting museums in London. Most provision is in place to ensure all children are included. The childminder knows each child's individual likes and dislikes and respects these in the planning of activities. However, provision for supporting children who are learning English as an additional language is not yet fully developed. There are basic procedures in place for assessing children's learning and development. However, at present, the procedures for observing and monitoring children's development are quite limited and do not always sufficiently cover all areas of learning. This impacts on the childminder's knowledge of children's actual stages in development across all areas of learning.

Partnerships with parents/carers are positive and the childminder ensures they receive information on a daily basis regarding children's care routines. All relevant consent for care routines is obtained, ensuring children follow routines which have been formally agreed with their parents/carers. However, provision for involving parents/carers in the planning for children's learning and development is still being developed. At present, the childminder does not share her observations with children's parents/carers or the other early years settings children attend. This prevents parents/carers and other practitioners from sharing their own knowledge of each child's current stages in learning and development.

The quality and standards of the early years provision

Children benefit from close, loving relationships with the childminder. They approach her confidently for cuddles and support and she interacts with them positively, gently extending their learning through play and daily activities. Children are very happy and form positive relationships with other children. They learn to play co-operatively and share and take turns in their play. The childminder encourages children to become independent with self-care skills, such as putting on coats, hand washing routines and feeding themselves at meal times. As a

result, children develop skills in supporting their own needs.

Most support is in place to encourage children's learning and development. Children practise counting and develop awareness of colour and shape recognition through daily activities. They develop their speech and communication through detailed conversation with the childminder and by looking at books and listening to stories. Children enjoy many outings and visit places of interest to support their learning. For example, they regularly visit the library to borrow books about topics they are interested in.

Children behave well as the childminder sets clear boundaries. She uses simple 'house rules', which help children to understand how to play fairly and to be kind and considerate to one another. Children develop positive attitudes about themselves and towards learning, as the childminder values children as individuals. She mainly addresses all their individual needs and respects their different choices and personalities.

Relevant action is taken to protect children against infection. The home is maintained to a satisfactory standard and the childminder helps children to understand personal care routines, such as hand washing. Nourishing meals and snacks help children to learn the importance of healthy eating. The childminder makes full use of the local park to enable children to benefit from fresh air. They visit the park on a daily basis and enjoy outings to the playground and soft play centre, encouraging them to benefit from physical play and exercise.

Children begin to develop an awareness of staying safe. Older children recognise they must be careful whilst playing near younger children and understand they must not leave toys with small parts within the reach of babies and toddlers. During outings, children learn how to cross roads safely and become aware of potential hazards around them. Although the childminder has devised an evacuation drill, she has not practised this with children. Therefore, children are currently unfamiliar with the routine to follow, in the event of an emergency.

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?	3

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

There have been no complaints made to Ofsted since the last inspection.

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.