

Inspection report for early years provision

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Inspection date	19/05/2010
Inspector	Justine George
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 2001, she is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and 13 year-old son in a house situated in Hayes, in the Borough of Bromley. Minded children have access to all areas of the home except for the first floor main bedroom. There is an enclosed garden for outdoor play. The house is within close proximity of a railway station and local bus routes. There are schools and local amenities close by.

The childminder is registered to care for a maximum of four children under the age of eight years at any one time, no more than three of which may be in the early years age range. She currently cares for three five-year-olds, a six, and a seven-year-old, each on various days during the week, before and after school and sometimes during school holidays.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good knowledge of children's individual needs. The records and information obtained ensures they are cared for in line with parents' wishes and fosters their welfare and learning, promoting inclusive practice. The childminder is committed to continuous improvement whereby past recommendations have been addressed and self-evaluation is carried out to reflect on the strengths and areas for improvement. As a result, plans are in place to attend training to further improve the outcomes for children. Overall, children are safe and secure as the childminder has most of the required records in place and has good knowledge of safeguarding procedures. This is due to the provision of reference materials and attending training to ensure her knowledge reflects current practice.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure full risk assessments are carried out for outings and that these are reviewed before embarking on each specific outing (Safeguarding and welfare) 09/06/2010

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

- make sure the risk assessment covers anything with which a child may come into contact, such as the cosmetics in the bathroom, and take any action needed to minimise or remove any risks identified
- further explore the partnerships between the settings children attend to

ensure coherence and consistency when planning and executing activities

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is of paramount importance to the childminder and there are good systems in place to support this. Children are supervised at all times and are never left alone with un-vetted adults; furthermore, the required checks have been carried out on all those living at the premises to ensure their suitability. The childminder supports children in learning about safety without compromising their independence. Rules are in place, for example not running off and tidying up resources and personal belonging to prevent tripping hazards. The childminder has kept her first aid knowledge up-to-date and is aware of the documentation to keep in the event of an accident or should children need medication. Most hazards have been identified through the provision of a risk assessment, although cosmetics in the bathroom are not inaccessible to children. Furthermore, the childminder's systems of risk assessing outings are informal and are not fully reviewed, which is in breach of regulations.

The childminder is clear about the strengths and areas for improvement of her provision which is reflected in the self-evaluation form. The views of children and parents are taken into account, for example, parents praise the activities children experience and comment on how much they enjoy attending, so much so that they want to attend during school holidays. The childminder has developed positive relationships with parents and good information is shared about children's age and stage of development. As a result, activities are differentiated to ensure all children are challenged and achieve success. The childminder is aware of any additional languages spoken at home and where families are from. Children talk about holidays to Jamaica to visit family members and information is shared about the beautiful beaches and laidback lifestyle. As a result, children's cultural identities are valued and celebrated, developing their self-esteem. Verbal information is shared on a daily basis and includes information about children's general wellbeing and any messages from school are passed on. The childminder liaises with school staff and is aware of the different topics children explore, although she has not discussed if there are any specific learning styles to ensure that similar activities planned in the home are consistent with school methods.

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

Children's welfare is well fostered as the childminder provides good opportunities for fresh air and exercise. Children use local parks on a regular basis and they enjoy using the garden and the good range of equipment. Children take it in turns to swing on ropes and extend the fun putting a trampoline underneath for extra bounce. Children are provided with blankets and relax on the sofa to watch television or chat with each other. As a result, children benefit from relaxing or letting off steam after the structure of the school day, aiding healthy life styles. Children enjoy the good range of meals which are nutritious and freshly prepared.

Their favourite is chicken korma, and they also enjoy fish fingers with fries and fresh vegetables and participate in making pizzas and fajihitas.

Children are well behaved as they are stimulated. They show good levels of confidence and self-esteem as they relate well towards each other and the childminder. Occasional squabbles occur, but children show maturity sorting out issues for themselves, or the childminder intervenes, giving explanations to develop their understanding and resolve any issues. Children are clear about the boundaries in place, for example the house rules and the use of coloured cards that give warnings before parents are informed of any inappropriate behaviour. The childminder is sensitive to the needs of children, respecting that they are tired or may have had a tough day at school. Children are encouraged to share their thoughts and feelings developing trusting relationships with adults outside the family home. Children show a sense of belonging accessing the different areas of the home, choosing from the range of provisions on offer and helping themselves to snacks. They also bring a favourite toy from home further aiding a sense of security, promoting emotional wellbeing.

The childminder plans a wide range of exciting and stimulating experiences for children, based on observations and their interests. There is a good range of toys, games and books, various messy creative activities and trips within the local and wider community, for example the Horniman museum. As a result, there are good opportunities to promote learning in all areas of development. At present, the experiences planned for children relate to 'spring', for example, children are learning about growth. Children make books about birds and nests, and have collected twigs to make their own nests. Children are learning about butterflies and paint butterfly shaped pictures. Children also learn to care for living things. They are in the process of growing sunflowers and take responsibility in watering them. Children learn that seeds need sunlight to grow, but as clouds prevent the sun rays, the spot light provides a good source of light. Children are supported in learning skills for the future, they operate television and video equipment independently and are also developing computer skills in using a keyboard and mouse to operate simple programmes. The childminder provides a good range of activities and experiences which children participate in, stimulating their interest and promoting a willingness to learn.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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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