

Inspection report for early years provision

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Inspection date	08/03/2011
Inspector	Claire Douglas
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 lives with her partner and two teenage children aged 19 and 15 in a three bedroom house in a residential road in Hayes, Bromley. The main area used for childminding is the downstairs lounge/diner; the first floor is used for sleeping facilities. There is a fully enclosed garden available for outside play. The childminder attends local music and toddler groups, library and signing groups. She also visits parks and takes and collects children from local schools. The family has one pet dog and two pet cats.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age group and has six children on roll. She also offers care to children aged over five years to 11 years. Children attend for a variety of sessions. The childminder is registered on the voluntary and compulsory parts of the Childcare Register.

The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. The childminder has formed links with other early years settings such as a childminder drop in group and the local primary school. The childminder is a member of the Bromley Childminding association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well developed knowledge of each child's needs ensures that the childminder successfully promotes all aspects of children's welfare and their learning overall. Children are safe and well cared for in her warm, inclusive home and welcomed as part of the family. Relationships with parents are good ensuring that the childminder knows children well and provides the care and support they need. The childminder reflects on the service she provides, ensuring that priorities for development and improvements are identified and acted on, resulting in a provision that is responsive to the needs of the children she cares for and their families.

What steps need to be taken to improve provision further?

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

- develop the systems for using information from observations of children's progress to help move them onto the next stage of their development and improve the link between the next steps identified for children and activity planning.

The effectiveness of leadership and management of the early years provision

The childminder has a very clear understanding of her responsibilities towards the children in her care, and effectively safeguards their welfare. She knows what steps to take if she has concerns about a child, and has completed child protection training. She effectively keeps all of the required records that promote children's health, safety and well-being. Robust risk assessments ensure that children are safe in the home and when out and about. The childminder's home provides children with space to play and access to age-appropriate resources and play materials that support their development and learning. The childminder works closely with parents, ensuring she has appropriate knowledge and thorough understanding of each child's backgrounds and needs, so that equality and diversity is successfully promoted. Parents are warmly welcomed into the home; they are kept well informed through daily discussions and written feedback, as well as having access to a range of well written policies and procedures. Parents' comments show they are very happy with the service provided, for example, 'Our child is always happy to be left in the childminder's care and is well cared for. Our child is cheerful when collected at the end of the day and talks about what he/she has done and the other children in the setting, along with family members. Our child enjoys going to playgroups and the park with the childminder' and 'I feel happy to leave my child with the minder she/he loves going to her and I consider her as an important person in my child's life. Often my child talks about his/her day and mentions the dog, he/she enjoys playing with the other children and doing puzzles, drawing and going to toddler groups'.

The childminder builds effective partnerships with other professionals where appropriate, for instance when attending childminder groups and the local primary school. She values local training opportunities and ensures that she attends relevant courses to develop and extend her practice and promote continuous improvement. The childminder evaluates her service and documents her strengths and weaknesses to further identify strengths and weaknesses, leading to an additional focus for improvement. Previous actions taken to improve the service have lead to improved outcomes for children, for instance, developing her understanding of how to implement the Early Years Foundation Stage has improved the quality of the work she does with the children, improving their all round development and overall effectiveness of the planned activities they are offered.

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

Children are happy, settled and at home in the childminder's care. They show a strong sense of belonging as they independently select toys and resources and move confidently around the home. Children learn to keep themselves safe when the childminder encourages them to sit still at the table while eating and to hold on

to the buggy when walking along the pavement. Clear fire safety precautions are in place and children learn about evacuation procedures through discussion and practice, which ensures they can act quickly in an emergency. Children adopt simple good hygiene routines when they wash their hands straight away when they come in from outside or after petting the animals and before eating. They benefit from well-balanced meals and snacks that meet their nutritional needs and they learn about foods that are good for you when they take time to grow cress and have fun picking fruit at a local farm. Children take part in daily regular exercise as part of a healthy lifestyle, as they enjoy driving the coupe cars in the garden or walking to and from the local school to collect their peers. Children take part in a wide variety of activities and experiences that support their learning and development well both at the childminder's home and when out and about at the local toddler group, library, soft play area or signing group. They make very good relationships with the childminder and respond well to her warm and caring approach.

Activities are well matched to children's interests and abilities. The childminder makes observations of children's achievements, plans future learning experiences and ensures activities consistently build on children's existing knowledge and skills; however, the system used does not clearly show the link between the next steps identified for children and activity planning. Children are keen to communicate and younger children benefit from the childminder's patience and encouragement as they learn new words and start to join in conversations. They enjoy sharing books, pointing and naming the pictures on each page. Children learn about space, shape and measure as they work out how much icing to put on the biscuits they are decorating, and they begin to solve simple problems when they work out how to fit the puzzle pieces in to the inset trays. They find out about the world around them when the childminder focuses on celebrations from around the world, they dress up in Indian clothing or search through discovery books in the library.

The childminder makes the most of diversity to help children understand the society they live in, as they openly discuss differences throughout their routine, and are encouraged to be respectful of one another. They develop skills for the future when they learn how to feed themselves or when they take turns to have a go with a favourite board game they have all chosen. Children express their creativity as they are offered craft materials to cut and stick, for example, dressing a girl or boy template with a range of cut out trousers, shirts, skirts and shoes or drawing a picture with the pencils and crayons. They are well occupied and stimulated throughout the day and thoroughly enjoy their time with the childminder.

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