

Inspection report for early years provision

Unique reference number	136918
Inspection date	11/03/2011
Inspector	Silvia Richardson

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 1992. She is registered on the early years register and both the compulsory and voluntary parts of the childcare register. She is registered for a maximum of six children under eight years; of these three may be in the early years age group. There are currently six children on roll; of these, four are in the early years age group. Children attend on a part-time basis. The setting does not receive funding for the provision of free early education for children aged two, three or four. The childminder lives with her husband and one adult child; her husband is registered as her assistant. When working together, they may care for eight children under eight years of whom six may be in the early years age group. The childminder lives in a house in Chislehurst in the London Borough of Bromley; situated close to shops, park, library, community groups and public transport links. There is off street parking and suitable disability access. The whole of ground floor is used for childminding and one bedroom on the first floor. There is a fully enclosed garden available for outside play. The family have no pets. The childminder is a member of the National Childminding Association. The childminder is a state registered nurse.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy, settled and thrive in the setting. The childminder and assistant establish very warm and caring relationships with the children and their families. Children enjoy a wealth of exciting and motivating activities that value them as individuals and reflect their specific likes, interests and learning styles. Children's learning opportunities are enhanced by the very effective childminder and assistant partnership, which affords the children choices of activities and a good deal of support. Children's learning of racial and cultural differences is generally good. There is a weakness with procedures for safeguarding children but, overall, the childminder demonstrates a good capacity for maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure you have a clear procedure to follow should an allegation be made against the childminder, childminder assistant or member of the household (Safeguarding and welfare) 25/03/2011

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

- plan some activities promoting children's learning and appreciation of religious, racial and cultural diversity

The effectiveness of leadership and management of the early years provision

The childminder and assistant both have a good knowledge of child protection; in terms of what to look out for and what to do if they are worried about a child. They have produced robust guidelines for recording and reporting safeguarding concerns, which enable them to make an appropriate referral in a timely manner. However, the childminder is not clear about procedures to follow should an allegation be made against herself, her assistant or a member of the household, to ensure all children are protected in these circumstances. Risk assessment is thorough, detailed, and unique to the setting and takes account of the safety needs of children at different ages and stages of development. The setting has a clear emergency evacuation plan and children practise the fire drill, enhancing their understanding of how to stay safe.

Children are highly valued as unique individuals. They have many opportunities to choose between activities that they most enjoy, such as visiting the shops with the childminder or going to the park with her assistant. Children enjoy inclusive experiences. They have easy access to a broad range of resources, such as books and dolls that reflect diversity. The childminder talks with the children and helps them research topics, as questions arise. However, she does not actively plan activities to proactively promote children's learning and appreciation of a diverse society.

Resources are very well deployed so that children enjoy an exciting and stimulating range of activities. The childminder and assistant effectively support a wide variety of experiences, when working together and independently. These arrangements afford children a really good choice and balance of both indoor and outdoor activities. The childminder and assistant effectively evaluate their provision; they reflect on activities, particularly outings, in terms of what went well so as to drive improvement in outcomes for children. The childminder keeps extensive records, underpinning good practice. She uses these to support assessment and evaluation of children's learning over a period of time and to plan effectively for future needs.

Parents and carers are fully involved in all aspects of the provision. The childminder and assistant very effectively engage parents in children's learning; for example, parents build and report on children's continued learning during holiday periods and contribute details to the children's learning journey portfolio in the setting. Strong partnership arrangements with parents, carers and other settings include the exchange of written and photographic observation and assessment of children's welfare, learning and development. Excellent communication and supportive relationships are contributing well to children's good overall progress towards the early learning goals.

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

Children take an active part in a wealth of interesting and exciting activities across all six areas of learning. These experiences enable children to achieve well and make good progress. Warm, positive and trusting relationships enable children to feel safe and secure in the company of both the childminder and her assistant. Arrangements facilitate each child receiving a good deal of individual attention and an insightful understanding of their needs, interests, likes and learning styles. Children's achievements and progress are thoughtfully assessed and evaluated in partnership with parents, carers and other settings; building a strong portfolio of children's overall learning and development and future needs. Next steps planning is clearly linked to children's attainments and effectively matched to the expectations of the early learning goals, bridging any gaps in learning and supporting good progress. Children's learning journey portfolios provide colourful visual images of stimulating play and learning opportunities; with an extensive range of photographs, written details and samples of art work, systematically presented from children's starting points.

Children's enjoyment and achievement is enhanced through some good opportunities to engage in community activities, experiencing the wider world and mixing with others. Children value friendships and experience a real sense of belonging, making a positive contribution through kind and helpful behaviour. Children feel safe. They develop close and secure relationships with the childminder, her assistant and other children. They enjoy consistent and familiar routines. They adopt a healthy lifestyle with many opportunities to go out for walks, such as through the woods or to the park. Children enjoy nutritiously balanced snacks and meals, supported by learning the importance of healthy eating and making healthy choices. Children are developing a broad range of skills for the future, through the well balanced schedule and programme of activities; these include good opportunities to use information and communication technology to research their ideas and interests.

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	3
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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