

Inspection report for early years provision

Unique reference number	136887
Inspection date	30/03/2011
Inspector	Rebecca Hurst
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 1992. She lives with her husband and two teenage children in a house situated in the London Borough of Bromley. Nearby are local schools, shops, parks, a bus route and railway station. All areas of the property are used for childminding with the exception of two upstairs bedrooms. There is a fully enclosed garden available for outside play. The childminder is registered to care for a maximum of six children at any one time. There are currently three children on roll and of these two children are in the early years age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder attends a local carer and toddler group on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and thriving because the childminder creates a stimulating, safe and secure environment. Children are valued and supported to make the most of their abilities, making good progress. The childminder seeks to improve the learning opportunities provided to the children, by attending training sessions, working towards the best possible outcomes for children. As a result, the childminder has a good capacity to maintain continuous improvement. The children's starting points are not currently recorded. The childminder's self-evaluation is currently in its infancy. The next steps of learning currently do not have the learning intention recorded.

What steps need to be taken to improve provision further?

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

- enhance children's learning experiences by clearly highlighting the learning intentions for their next steps of learning and development
- develop systems to identify and record the settings strengths and weaknesses and to work with the parents to provide positive outcomes for all children
- work with parents to obtain the children's developmental starting points to bring about positive outcomes for children

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection and how to safeguard the children in her care. All adults in the home have current Criminal

Records Bureau checks carried out to ensure they are suitable. Full fire drills are carried out and recorded and any actions taken are recorded and actioned. This ensures the children are aware of what to do in an emergency and the childminder is fully aware of how to keep the children safe whilst in her care. Detailed risk assessments are also in place which further enhances the children's safety whilst in the care of the childminder.

The children have access to a good amount of resources which meets their developmental needs. Well thought out activities ensures the children learn about the wider world around them. Resources and activities teach the children about different festivals and celebrations from around the world. The childminder works well with the parents of the children and keeps them up to date with the children's progress through well written contact books and detailed observations. The childminder liaises with the local nursery's to ensure there is continuity of care by enhancing what the children have learnt during their time at the nursery, by extending the activities when they get back to the childminders.

The childminders self-evaluation process is currently in its infancy. The childminder is able to highlight her areas of strengths and the areas she wishes to improve upon, but currently these are not recorded. As a result, there are missed opportunities to fully enhance the childminders provision. The childminder attends regular training sessions and forums to ensure she keeps up to date with her childcare practice. This knowledge is then passed onto the children through the well thought out activities.

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

Children happily explore and experiment, using a good range of different materials and resources which helps them to practise and acquire new skills. Children receive plenty of attention, through the childminder listening and responding to them during activities. Children show they feel safe as they make choices and readily approach the childminder if they need help or a cuddle. The childminder has detailed observations on each of the children in her care. There are missed opportunities to fully enhance the children's learning experiences as the learning intentions are currently not recorded in the children's next steps of learning.

Currently the children's developmental starting points are not recorded so it is not clear the exact progress they have made since they started at the childminder's. The childminder plans for each of the children's individual needs when they are participating in the activities, consequently, their individual needs are being met. Children play in a hygienically clean home, were they are taught the importance of good hygiene procedures and are protected from cross contamination and cross infection. The childminder takes time to talk to the children about how to take care of the resources and the importance of tidying away to prevent trip hazards.

The childminder is skilled in using open-ended questions to enhance learning; consequently children attain well. Children develop good skills for the future. They

use a good range of learning resources, such as pre-programmable toys and a varied selection of books. This enhances the children's learning in all areas. The childminder takes time to talk to the children and set house rules when they start in her care. This ensures that they are fully aware of how to behave whilst in her home. Given the children's ages and stages of development the children are well behaved.

Children participate in daily physical activities through regular trips to the local parks and daily access to the well stocked garden. Children benefit from the trips to the local children's centre where they can access resources and activities which are not possible in the childminder's home. Children also enjoy story time at the local library.

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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