

Inspection report for early years provision

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Inspection date	01/04/2011
Inspector	Liz Coffey
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 was registered in 1999. She lives with her husband and three children aged six, 10 and 13 years old. They live in a four bedroom house in Bromley. The whole of the house, with the exception of the second floor, is used for childminding purposes. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder employs an assistant, who also has two children aged two years and six years. When working with an assistant the childminder is registered to care for a maximum of seven children under eight years, of whom five may be in the early years age group, of whom one may be under one year, at any one time. Children attend for a variety of full and part-time placements. The childminder does not provide overnight care. There are currently 12 children on roll of whom 10 may be in the early years age group.

The family have a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder and her assistant ensure that children are cared for in safe, stimulating and inclusive environment. They provide a wide range of activities and outings that meet children's interests and promote their development, across the six areas of learning. There are effective systems in place to ensure daily communication with parents on children's individual needs and their learning. Written policies and procedures are in place that underpin the service. Self-evaluation is used effectively to reflect on how well the service meets needs of the children and their families. The childminder continually looks for ways to improve the quality of the learning, development and care provided.

What steps need to be taken to improve provision further?

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

- maintain a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 15/04/2011

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

- further develop use of observations and assessments to identify learning

priorities for each individual child.

The effectiveness of leadership and management of the early years provision

Children are kept safe and their well-being is promoted by the childminder. The childminder has devised written policies and procedures, which she shares with parents. The childminder has appropriate referral details in place and is aware of the procedures she would follow if she had any safeguarding concerns. The childminder updates her knowledge through attending relevant training and workshops. Both her and her assistant hold current first aid certificates.

Children play mainly in the ground floor lounge and kitchen/diner, which are laid out to allow children to move about safely and freely. Resources are effectively stored to enable children to self-select from a range of activities. Although safety equipment such as stairgates and socket covers are in place, the childminder has not recorded a risk assessment for the home. This is a breach of regulations. The childminder intends to address this with immediate effect. Babies and young children are closely supervised and measures are in place to ensure that they are protected from dangers, such as choking hazards. As children grow older the childminder and her assistant promote their understanding of how to keep themselves safe, for example, by teaching them the importance of road safety and behaving in a safe manner both in and out of the home.

Children demonstrate a strong sense of security in the setting and readily approach the childminder and her assistant for help or support. All children are valued and engage in a range of activities that helps support their learning and development. Linguistic diversity is valued and adults offers appropriate support to children who speak English as an additional language, for example, by learning key words in the child's home language to help them feel more settled and included. The childminder works in partnership with other settings that children attend, such as schools and nurseries. The childminder is a reflective practitioner and systems of self-evaluation incorporate the views of both her assistant and parents to help identify targets for future improvement. Parents are pleased with the service provided and comment that the childminder and her assistant are 'genuinely interested in the children's well-being' and that children are 'relaxed and happy' in this 'warm, friendly atmosphere'.

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

Children are settled and eagerly engage in the wide range of activities available. They participate well and are enthusiastic and keen learners. The childminder and her assistant demonstrate a good understanding of the children as individuals and provide activities accordingly, so they offer appropriate challenge. Children are able to explore and select resources independently. Children benefit from a welcoming environment where very good relationships with the childminder and her assistant

are established. As a result, children feel safe and secure in their care. They are aware of the expectations and boundaries in place and they are extremely capable of making their needs known. Parents highlight the 'firm yet caring approach' as a strength of the setting.

Children benefit from a good range of resources, experiences and activities. The childminder and her assistant work very well as a team, planning and providing a wealth of activities and outings for the children in their care. Activities are well planned and children are stimulated and eagerly participate. They enjoy the variety of challenging and interesting activities such as baking cakes and making Mother's Day cards. Daily contact books and written observations on children are recorded and shared with parents. These are used to identify individual children's progress in line with the early learning goals. However, at present, observations are not used to clearly identify learning priorities for each child. The childminder is keen to implement such practice to ensure individual children's next steps are clearly identified and shared with all adults involved in the children's care and development.

Daily outdoor play and activities are included in the routine and children benefit from plenty of fresh air and physical activity, promoting their understanding of healthy lifestyles. They play in the garden bouncing on the trampoline, using the wheeled toys and playing with sand and water. Regular visits to parks and playgrounds provide further opportunities for them to develop their coordination and dexterity as they use the fixed equipment such as swings and slides with increasing confidence. Children explore and learn about the natural environment as they plant sunflower seeds, as part of their 'Spring' topic. They care for the plants watering them and nurturing them. The childminder and her assistant extend this activity encouraging children to draw pictures of their plants and getting the children to measure themselves against the sunflowers. Very good use is made of local resources, such as toddler groups and Stay and Play sessions. Here children participate in a variety of craft, music and movement and group activities and develop their social and linguistic skills as they interact and play with other children and their carers.

Babies and toddlers are kept safe on outings, for example, by being securely strapped in their pushchairs. As children grow older they learn to keep themselves safe and develop their own sense of hazard awareness with the childminder and her assistant reinforcing clear messages about road safety and behaving in a manner that does not compromise their own or others' safety. Children practise good hygiene routines, washing their hands before eating and after using the toilet. Children's independence is fostered as they learn to feed themselves from an early age. Children sit together at mealtimes, making it a social occasion, and highchairs and booster seats are available so that younger and older children can all eat together as a group. This helps promotes their language and social skills. Children's personal care needs, such as sleeping, nappy changing and toilet training, are discussed with parents and the routine is adapted to accommodate and support children's individual needs.

The childminder and her assistant give meaningful praise and encouragement to children. Their efforts are acknowledged and their achievements celebrated.

Children form good friendships and bond easily with their peers. Parents comment that they like the fact that children are cared for in a small group and get to interact with all ages helping them to become 'sociable, confident and happy'. Children learn from an early age to share and take turns and to treat others with respect. Their individual personalities and likes and dislikes are acknowledged and valued and their independence fostered. This builds children's self-esteem and confidence well. As a result, children make very good progress in their personal, social and emotional development. Children's language and communication skills are enhanced as they share books and enjoy listening to, and joining in with, familiar rhymes and stories with the childminder and her assistant. Overall, children are very well supported to develop skills for the future.

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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