

Inspection report for early years provision

Unique reference number	510741
Inspection date	05/04/2011
Inspector	Elizabeth Mackey
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 1995. She lives with her husband, who is an authorised assistant and their two daughters aged 15 and 13 years. They live in a four bedroom house, in the London borough of Bromley. The whole of the premises is used for childminding, with exception for the front lounge and there is a large garden available for supervised outside play. The property is close to local schools, parks and transport services. The childminder is registered on the Early Years Register and the Childcare Register to care for a maximum of four children at any one time. She is currently caring for four children, of whom three are in the early years age group; all attend on a part time basis. The childminder holds a level three National Vocational Qualification in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming, clean and inclusive environment, where they feel secure. They enjoy a good range of exciting activities, which engage their interest and offer appropriate challenge. The childminder is proactive in developing her practice, and seeks feedback from parents about the care and education she provides as part of her self-evaluation. There are established, effective partnerships with parents and other settings the children attend.

What steps need to be taken to improve provision further?

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

- keep written records of all medicines administered to children, (Safeguarding and promoting children's welfare) - also applies to both parts of the Childcare Register
- 27/04/2011

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

- devise a system for parents to contribute to their children's development records
- extend the system for self evaluation.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well in terms of child protection. The childminder has a good knowledge of the procedures to follow in the event of a safeguarding

concern. In addition to this she has a record system in place to record existing injuries and parents are provided with copies of the safeguarding procedure. The learning environment is organised to effectively allow children to access the wide range of resources and activities independently. It is clean, well maintained and children's artwork is proudly displayed. There are established systems in place for required documentation, including risk assessments, accidents and children's records. The childminder's system for the administration of medication, includes a written policy, parental consent and a record of medicines administered. Parental consent has been given for all medicines; however, the record has not been robustly maintained. This is a specific legal requirement. The childminder is proactive in developing her knowledge and since the last inspection she has achieved a level three qualification in childcare. She has also attended safeguarding training and health and safety training for responding to allergies. The childminder also has an up to date certificate in First Aid.

Through discussion, the childminder demonstrates an good understanding of inclusion regarding children with special educational needs and disabilities. There are effective partnerships between parents and other agencies. For example, information about children's progress is shared with parents through discussions at regular intervals. Parents have access to developmental records, although there is not a system in place for them to contribute to them. Parent's feedback demonstrates they are extremely satisfied with the care and education their children receive, they comment "the childminder is very conscientious, caring and particularly watchful on health and safety issues". "My child feels like part of the family"

The childminder also makes regular use of local playgroups and outdoor play spaces to give children opportunities to develop their social and physical skills. The childminder ensures there is a well planned settling in process for children, this is achieved through successful partnerships with parents. The childminder has effectively developed links with other settings that children attend to support their learning. For example, she compares observations made by other providers about children's interests and progress to her own record. This helps to build a comprehensive picture of children's progress and helps to promote consistency for the children.

The childminder's drive for improvement and self-evaluation is evident in the steps she takes to maintain continuous improvement. Although the system for self-evaluation is not fully developed, the childminder has begun to evaluate her provision and has identified some aspects for improvement. For example, she has identified a need for more challenging equipment and has purchased specific puzzles. As a result, children's opportunities to develop their knowledge of shape and measurement have improved. The childminder also identifies further training to keep her knowledge up to date.

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

Children are supported by a childminder who is very attentive to their needs. Children new to the setting are reassured by the consistent, positive input and gentle approach of the childminder; they demonstrate they feel safe and secure in her care. The childminder offers lots of praise, which fosters their self-esteem effectively and helps them to feel included. Children make good progress towards the early learning goals. They gain necessary skills to support their future learning, as they participate in a varied range of child-initiated and adult-planned activities and experiences, both inside and outside the home. The childminder takes children out each morning to different places within the community, such as playgroups and soft play areas, where they mix with other children and develop their social skills. The childminder's is well organised and her use of consistent routines adds to the children's sense of security, because they know what they will be doing..

New children settle quickly, because there is a well planned settling in procedure. The childminder comforts and reassures them, distracting them from their tears on separation from their parent. Children are offered a wide range of creative activities, including, drawing, painting and cooking. The childminder offers guidance to the children and actively encourages them to have a try at doing things for themselves. Consequently, children are supported in becoming independent and are able to express their own ideas. The childminder plans her activities well. She follows the children's interests and builds on activities from there. Effective planning for different themes results in children engaging in exciting activities. For example, when learning about people in the community who help us, the children dress up as a lollipop person. This theme is skillfully extended to road safety, which children learn about in a fun way. Children's interest in cars is followed and the childminder extends it by taking them out to look at different vehicles. They learn about the makes, colours and sizes. Children enjoy completing puzzles, playing with cars, construction and electronic toys. Older children have use of a computer to develop their skills in internet technology. The children also enjoy creative activities, including making cakes. The childminder monitors children's achievements and progress through observation and assessment. From this she plans for the next steps in children's learning.

Children stay healthy because the childminder implements effective practice to minimise the potential spread of infection and ensures a good standard of hygiene. Children are supported in adopting good personal hygiene routines. They benefit from many good opportunities for physical activity and fresh air. Each day they go for walks, visit the park or play in the garden where they can explore the range of play equipment on offer. Parents provide most of the food for their children and children help themselves to drinks when they feel thirsty, ensuring they remain well hydrated. Children learn how to keep themselves safe as part of their normal everyday routine and experiences; for example, they learn about road safety and are reminded of the boundaries in place both inside and outdoors to keep them safe.

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	3
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Welfare of the children being cared for) 27/04/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report.(Welfare of the child being cared for) 08/04/2011