

## Inspection report for early years provision

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<b>Unique reference number</b>	136932
<b>Inspection date</b>	03/05/2011
<b>Inspector</b>	Rebecca Hurst
<b>Type of setting</b>	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 has been registered since June 1995. She lives with her husband and their two children aged 17 and 10 years. The childminder's eldest child attends university and is in the home during holidays. They live in a house in the London borough of Bromley. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight and has a variation in place to care for four children in the early years age range. There are currently seven children on roll and of these; four 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 walks to local schools and pre-schools to take and collect children. The childminder attends toddler groups.

The childminder has a pet dog.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and settled because the childminder creates a stimulating, safe and secure environment. Children are valued and supported to make the most of their abilities, and are making good progress. The childminder continually evaluates her provision and the experiences that are on offer. She always seeks to improve the learning opportunities provided, working towards the best possible outcomes for children. As a result, the childminder has a good capacity to maintain continuous improvement. Some documentation requires more detail to fully support practice.

## **What steps need to be taken to improve provision further?**

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

- record the details in a fire log of any problems encountered during fire drills and how they were resolved
- improve the evidence used to inform assessments of where each child is in their learning to ensure it contains sufficient helpful detail.

## **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. Stair gates are in place to ensure the children are not able to enter areas which are unsafe to go without an adult present. All adults in the household have full Criminal Records Bureau checks carried out which ensures that adults are suitable to be with the children. Fire drills are carried out; however they are not currently recorded and evaluated. Consequently, there are missed opportunities to fully ensure the children are kept safe during these drills.

Resources are deployed well to allow the children to enhance their independence skills through self-selection. The childminder works with the local pre-school and enhances the activities to teach the children about festivals and celebrations, to complement what they have done during their sessions at the pre-school. This ensures they are able to learn about the wider world around them. The childminder attends regular training sessions and is currently completing a university degree course. This keeps her knowledge up to date and the benefit is passed onto the children through the well thought out activities and resources.

The childminder works well with the parents and ensures she shares information with them regarding their children's learning and development. The childminder has started to complete daily diaries as requested by the parents. She shares information with the local pre-school the children attend and they work together to meet the children's developmental goals. The childminder self-evaluates her provision well by seeking evaluation from both the parents and the children that are attending her setting. This ensures that the setting is responsive to its users.

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

The children are happy and settled whilst they attend the childminder's. The childminder takes time to settle new children in and ensure she is fully aware of all their routines. This builds their self-esteem and their confidence. The childminder has individual planning in place for each of the children and takes into account their different stages of development when planning activities. This ensures they are all able to progress well with their development.

The childminder observes the children well and extends their development through well thought out evaluations and planning for their next steps of learning. However, there are missed opportunities to further enhance the children's learning as the evidence used for the assessments is not consistently dated. It is therefore not clear when the children achieved some of the development goals.

Children enjoy role playing and dressing up. They have a good selection of resources to support their imaginative play and the children work well together in their play. The childminder works with the parents to ensure they are consistent

with their approach to the management of the children's behaviour. Given the children's ages and stages of development they are well behaved.

Children thrive due to the healthy and nutritious meals that are provided for them by the childminder. Children have independent access to drinking water throughout the day. Children work with the childminder to grow their own tomatoes so they are aware of how plants grow and how to care for them. Children have daily access to physical activities either in the childminder's back garden or through regular trips to the park. The children also walk daily to the local pre-schools and school.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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