

Inspection report for early years provision

Unique reference number	136712
Inspection date	19/05/2011
Inspector	Sarah Morfett
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 1992. She lives with her husband and two adult children in Petts Wood, 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 five children at any one time, three of whom may be in the early years age group. The childminder is currently minding four children, three of whom are in the early years age group. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks to local schools to take and collect children. The childminder attends the local parent/toddler group. The family has pets, three fish and two geckos.

The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a warm and friendly environment where they have access to a good range of toys and activities. These are age-appropriate and mostly promote their learning and development suitably. Although there are some weaknesses within the observational assessment system, children are making sound progress in relation to their starting points. An effective partnership with parents ensures that they are informed of the care the children receive and are suitably involved in the children's learning. Although links with other professionals involved in the children's care are not strong. The childminder is reflective in her practice to identify improvements within her service. She has made suitable progress with the recommendations from her last inspection. This shows that she has a satisfactory capacity to maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- strengthen the use of ongoing observational assessments of each child's achievements and interests and use them to provide relevant and motivating learning experiences that meet children's individual needs
- promote positive attitudes to diversity through activities that encourage children to talk about similarities and differences and the reasons for them to help children to value aspects of their own and other people's lives
- strengthen links with other settings children attend so that their learning and development is complemented within the your setting

The effectiveness of leadership and management of the early years provision

The childminder implements suitable systems to ensure children are safe and secure. For example, she has a sound knowledge of the signs and symptoms which may indicate a child is being abused. She has the appropriate booklets to refer to should she have a concern about a child in her care and would progress this in line with current guidance. The childminder holds an up-to-date first aid certificate so she can deal with any injuries or accidents in an appropriate manner. The childminder carries out daily checks of her home and keeps a regular risk assessment which is signed and dated when carried out and a date of review is identified. All of the required paperwork is in place and maintained to satisfactory standard. For example, the childminder keeps a daily record of the hours of children's attendance and has a suitable range of written permission including permission to seek emergency medical advice and treatment. Overall children's safety is promoted effectively and means that they play in a safe and secure environment.

The childminder arranges her home to benefit children. Toys and resources are deployed effectively so children can make choices about what they play with. The childminder makes sure she is available to support and guide children whilst they play therefore helping to extend learning experiences for them through the effective interaction. As a result children become confident learners. Children are valued as individuals and treated with equal concern. There is a suitable reflection of diversity in the toys which promotes positive images. However, activities to promote different cultures and religions are limited and mean children miss out on opportunities to further develop their understanding of other people's differences. The childminder operates an inclusive setting ensuring all children can access all resources and adapting activities for the ages and abilities of the children taking part. This means the childminder adequately promotes equality and diversity within the setting.

The childminder reflects on her practice to ensure that experiences for children are positive. She identifies most of the strengths and areas for development. For example, the childminder evaluated the trips she takes children on, she identified that the equipment in a local park they went to regularly was not challenging the older children sufficiently, and therefore they were becoming bored with this venue. So she sourced another park which has equipment to stretch the older children but still provides the younger children with challenge and enjoyment. This shows the childminder's commitment to develop her service and maintain continuous improvement.

Children are attending other settings, although the childminder does not pick them up or drop them to the settings. Parents pass on details of what children are doing at their nursery or pre-school. Whilst this helps the childminder to understand some of the children's developmental needs it is not strong enough for her to fully complement children's learning and development within her setting. Positive relationships with parents are established and ensure that they are fully involved in

all aspects of their child's care. Parents report that they are very happy with the care the children receive and are involved in their learning and development. The childminder shares information about the children's well-being, learning and development on a daily basis. She discusses where children are at and talks in-depth with parents about any achievements and progress she has noticed. Therefore, establishing a good flow of communication which means children's individual needs are met well.

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

Children feel safe and secure because of the warm and friendly relationships they have developed with the childminder. For example, one child who is a little shy when the inspector arrives looks to the childminder for reassurance. The childminder cuddles and reassures the child and they begin to gain confidence. After some time the child gains enough confidence to play happily, close to the childminder but constantly seeks reassurance. The childminder is supportive and sits alongside the child and gradually they move away to play alone or with the other child. This shows that the children have strong relationships with the childminder which makes them feel valued.

Children enjoy the childminders interaction as they play. She uses a sound range of open-ended questions which make them think, for example, asking questions starting 'what' 'why' and 'where' makes children think about what they are doing and helps them to respond in a positive way. Children enjoy acting out familiar situations through role play. They pour tea for all who are present and explain what they are doing. They offer to make food listing all that is available, for instance a child tells the childminder that they could have ham, cucumber and lettuce in their sandwich. This shows that children are beginning to understand what foods are good for them. Older children show a good understanding of time. They are able to show on a play clock what time they have dinner, saying that they eat at 6 o'clock when they are not at the childminders showing they are starting to learn about some specific time based activities. Children chat to themselves and others through their play this shows that they have a good vocabulary and can communicate well with adults and children alike. Children develop a sound understanding of the natural world as they learn through the childminders enthusiasm for nature for example, feeding the birds and watching a family of squirrels play in the garden. This means that children begin to learn through first hand experiences.

Through discussion the childminder shows she is aware of the children's abilities and where they are within their stage of development. For example she recognises when children show a particular talent in one area and extend this through more challenging resources. She regularly talks to parents about how children are progressing in their development and uses this information to provide toys and resources which help to promote children's learning experiences adequately. She makes some visual observations of the children whilst they play to assess where they are at. However, these are not linked to the areas of learning and she is not

making systematic observations of the children's achievements. Consequently, any future planning is not fully supporting the children's individual needs appropriately. However, because there is sufficient input from the childminder it means children are moving forward steadily.

Children are set clear boundaries so know what is expected of them. They play well together forming good relationships. They are helped to feel safe and secure as the childminder ensures her home is suitable for them to play in using a good range of safety equipment such as gates and fire guards so they can move around safely. Children show they know good road safety rules for instance, they say they must hold hands whilst walking and explain that they cross the road when the 'green man' is showing. They go onto explain that this is because the cars have stopped because the red light tells them to. Children show a good understanding of keeping themselves safe.

The childminder takes good steps to reduce the risk of cross-infection. She wipes noses regularly to stop the spread of germs and children are seen to automatically put their hands in front of their mouths when the cough showing they are aware of not spreading germs. Children eat well, they have fruit and raisins for snack time and have a home cooked meals each day which includes vegetables and enjoy homemade yoghurt as a healthy snack or desert. Children are active within the setting and show interest all around them. Therefore, children's health and well-being is promoted well.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
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	3
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	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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:	Met
---	-----

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