

Inspection report for early years provision

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Inspection date	23/06/2011
Inspector	Alison Weaver
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.

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Description of the childminding

The childminder has been registered since 1999. She lives with her husband and four children aged 17, 15, 13 and 10 years. They live in a house in Biggin Hill near to shops, parks and schools. The ground floor and an upstairs bathroom are used for childminding. Part of the fully enclosed garden is available for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding six children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder attends local carer and toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have fun in the calm, friendly and homely environment. They make good progress towards the early learning goals as they enjoy a wide variety of suitably challenging experiences that the childminder uses well to extend their learning. Children's individual welfare needs are met well so that they stay safe and healthy. Links with parents and other providers are satisfactory. Opportunities for the two-way exchange of relevant information, with regard to children's individual home backgrounds and their education, are not fully exploited. The childminder demonstrates a commitment to the ongoing development of outcomes for children.

What steps need to be taken to improve provision further?

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

- develop opportunities for the two-way sharing of relevant information with other providers who share the education of individual children in order to promote continuity in their learning
- obtain information from parents about children's home backgrounds with particular regard to their culture, religion and home language in order to promote inclusion and help meet their needs.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of how to safeguard children in her care. She is aware of possible signs of abuse and neglect, and the importance of reporting any concerns she has about a child to the relevant authority. She

ensures that all adult household members undergo suitability checks to help safeguard children. The childminder gives a high priority to keeping her home safe and secure so that children do not come to any harm. She carries out regular risk assessments on the premises and for outings, to help ensure children stay safe at all times. All the required documentation to help keep children safe and in good health is in place and appropriately maintained.

Overall, the childminder has a wide range of resources that are kept in good condition. These are safe and suitable for the children present. Since the last inspection, the childminder has been increasing resources that give children the opportunity to explore natural objects, but the range available is not extensive. The childminder uses the resources she has well to support and challenge children so that they make progress in their learning. She has a varied range of resources that help her promote children's awareness of diversity. She also plans activities around cultures and festivals that develop their understanding of different ways of life.

The childminder forms positive relationships with parents. They receive helpful information about her childcare practices so they know what to expect. Parents are kept adequately informed about their child's day through verbal feedback and the use of a daily diary for younger children. These inform parents about welfare issues and what activities their child has enjoyed that day. Parents receive satisfactory information about how well their child is achieving, although opportunities to actively involve them in their child's learning are not fully exploited. The childminder uses written agreements with parents but does not make effective use of these to fully ensure she has all the information she needs about each child, with particular regard to their home background, language, culture and religion. Although the childminder is confident that she finds out this information verbally, the documentation is less robust in supporting her in meeting children's individual needs.

The childminder is aware of the need to work closely with interagency teams to ensure that each child gets the support they need. However, she does not have a robust system for working closely with other providers who share the care and education of individual children, in order to promote continuity in their learning. There is only a limited exchange of relevant information to help support the child.

The childminder shows a willingness to develop and improve her childcare practice. She is aware of her strengths and takes effective steps to address her weaknesses. She develops her knowledge and skills by attending training and seeking advice from other childminders. Recent training has included a course that helped her think through issues around inclusion and how to respect and value children's home backgrounds. The childminder also seeks the views of parents about her childcare provision. In recent questionnaires, all the parents expressed very positive comments about her care and the activities children take part in.

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

Children make themselves at home as soon as they arrive at the childminder's house. They show a strong sense of safety and security as they freely and independently move around the home. They quickly find their favourite activities and settle down to play. Children are very happy, well occupied and behave well. They develop the skills they need for their future learning. The childminder has good observation and assessment systems that enable her to plan further challenging learning experiences for each child. These help the children to continue to make good progress in their learning and development and meet their needs.

Children are confident around adults and readily engage with them. Their communication skills are promoted well by the childminder, as she encourages them to say new words and talks to them about what they are doing. They respond positively to her and repeat the words back to her. Children smile as they approach her to show her their toys, demonstrating that they are forming strong emotional bonds with her. They like to look at books with her and try to name what they see.

Children become absorbed in their play and concentrate well. They show a real interest in their world and like to investigate their surroundings, particularly the outdoors. They enjoy watching mini beasts, butterflies and bees in the garden. Children have fun using their senses to explore the different coloured silky materials. They put them over their heads to look through it and hide toys in it. They throw them up in the air to see what happens and make sense of their world. When they go outside, they learn to take risks as they negotiate the step and climb into the toy cars. Children's physical skills are developing well and they show good coordination. They have fun pressing buttons and switches to make different sounds with the toys. They hold toy phones to their ear and pretend to talk.

The childminder takes children to toddler groups where they develop their social skills and experience different activities. The childminder encourages children to identify risks to themselves when they go on outings. This enables them to think about how to stay safe as they cross roads and go out and about. Older children develop a good awareness of what to do in an emergency as they take part in fire drills.

Children's health is promoted well. They enjoy healthy snacks and meals and have easy access to drinks. Children adopt good hygiene practices through the everyday routines. The childminder keeps the home clean and carries out good hygiene procedures so that children stay in good health. Children have plenty of exercise and fresh air as they independently access the outdoor area, and regularly go on outings to local parks.

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	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

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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