

Inspection report for early years provision

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Inspection date	19/07/2011
Inspector	Rebecca Hurst
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.

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 1998. She lives with her husband and three children aged six, 16 and 18 in Anerley, London. The whole of the ground and first floor of the childminder's house are used for childminding. There is a fully enclosed garden for outside play. The childminder occasionally works with an assistant.

The childminder may care for no more than five children under eight years; of these, not more than three may be in the early years age group, and of these, not more than two may be under one year at any one time. There are currently four children on roll all in the early years age range. The childminder is currently registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

She regularly attends toddler groups and visits local parks and shops. The family have a pet cat and a hamster.

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, making good progress. Differentiation is not fully recorded and carried out within the planning. The childminder evaluates her provision and works with the parents to ask their opinion on her service. She 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.

What steps need to be taken to improve provision further?

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

- record differentiation for more able children in the planning, and extend the children's learning when they are participating in all activities, to bring about best possible outcomes for all children .

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection and knows how to safeguard the children in her care. Detailed risk assessments are in place to ensure the children are protected from hazards while in the care of the childminder. Safety gates are in place to stop the children accessing areas which are unsafe to go without an adult present. The childminder has a detailed fire evacuation plan in

place, and full fire drills take place and recorded. Any actions are addressed to ensure the next fire drills run smoothly.

The excellent use of resources supports the children's learning and development well. Children clearly benefit from the activities that are on offer for them and thrive in the well enriching environment they are cared for in. Children learn about the world around them through well thought out and planned activities, taking into account the children's own backgrounds. This ensures that all children are cared for in an integrated environment. The childminder continues to develop her knowledge of childcare and how to improve the children's learning and development, through regular training opportunities.

The childminder works well with the parents to ensure there is continuity of care for the children. She ensures they are fully informed through the children's observation files and verbal feedback of what the children have been participating in during the day, and how well they are progressing with their development. The childminder gathers useful information about the children, planning for their particular interests and needs well. Children attend other settings and the childminder talks to them about the children. The childminder has an effective self-evaluation system. Through verbal discussions and questionnaires with the parents the childminder is responsive to the users of her service as she responds well to their views on the service she provides for them. The childminder is able to clearly highlight her key strengths and the areas she wishes to improve upon and has plans in place to work on her areas to improve.

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

All of the children are highly confident and have settled very well into the childminder's care. Children have developed excellent relationships with each other and the childminder and show excellent levels of self esteem and are very confident in their routines. Children are motivated to learn through the well thought out activities that are on offer to them, they also take responsibility in choosing what they would like to play with. Children are developing well with their language and communication skills. Children are also using resources such as programmable toys to enhance their technology skills. This enhances their skills for the future.

Good hygiene procedures ensure the children are protected from cross infection and contamination. Freshly prepared and nutritious meals ensure the children are thriving in the care of the childminder. The childminder takes time to talk to the children about their behaviour and, given their ages and stages of development, they are well behaved. Children also take part in regular cooking activities, which enhances their mathematical development and teaches them where food comes from.

Detailed observations are in place for children in the childminder's care. The next steps of learning are completed which are used to aid the childminder's planning to

progress the children with their learning and development. Each month the childminder plans a new topic and works with the parents to see what they would like the childminder to work on with the children. These are linked to learning intentions so the childminder is aware of what the children are getting out of the activities. The childminder records on planning how she will adapt the activities for the younger children. However, currently there are missed opportunities to fully enhance and progress the more abled children's learning, as these are not planned for, and during activities they are not fully stretched to the best of their abilities. Children are making good progress from when they started in the care of the childminder.

Children enjoy creative activities and enjoy exploring with a good range of mediums. Children explore painting with their hands and driving toy cars through the paints to make different patterns. They also use baskets to roll golf balls around on paper to make various patterns with the paint. Children talk about the patterns and colours they are using. This develops the children's creativity and aids their communication skills.

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	1
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	1
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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