

Inspection report for early years provision

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Inspection date	15/08/2011
Inspector	Justine George
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*.

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Description of the childminding

The childminder has been a registered since 1998. She lives with her husband and two children aged 21 and 17. They live in a house situated in a residential road in Beckenham. The home is close to transport links, local parks, shops and schools. The whole of the ground floor is used for childminding purposes. Toilet facilities are provided on the first floor and an additional sleeping provision is available in one of the bedrooms. There is a fully enclosed garden for outdoor play. The family has one hamster and tropical fish.

The childminder is registered on the Early Years Register. The childminder is registered to care for a maximum of three children, one of whom may be under one year at any one time. Currently there are four children on roll who attend full and part-time hours.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe and secure in the setting and have developed positive relationships in addition to family life. Children enjoy playing and exploring a good range of toys and activities. Children make good progress in most areas of learning and development and most of their interests are pursued. The childminder is keen to drive improvement. She attends training and self-evaluates her practice. She has identified strengths and areas for improvement, thus promoting good outcomes for children.

What steps need to be taken to improve provision further?

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

- encourage young children as they explore particular patterns of thought or movement, sometimes referred to as schemas and provide materials and experiences that support and extend particular schemas
- improve planning systems so they include how children will achieve the next steps identified from observation. In addition, plan appropriate play and learning experiences to extend and support children's interests and repeated play patterns.

The effectiveness of leadership and management of the early years provision

Children's safety is well promoted. All adults in the home have had the required checks carried out to ensure their suitability in being with children. Children are supervised at all times and the childminder is clear of her role in ensuring children

are cared for by suitable adults. For example, in the event of an unfamiliar person arriving to collect children, they are not allowed to go off with others until contact is made with parents. The childminder has suitable knowledge of child protection and safeguarding procedures. She is aware of the signs and symptoms that may indicate that a child is at risk of harm. She has a good policy and supporting documents, which provide a good reference tool in the event of any concerns. As a result, vulnerable children are well protected. The home is safe and secure whereby hazards are identified and minimised. In the event of a child having an accident, they are well cared for as the childminder has kept her first aid training up-to-date. The childminder is well organised as all the required documentation is in place, demonstrating her good knowledge of the welfare requirements. In addition, children are cared for in line with parents' wishes.

Partnership with parents is strong. The childminder shares her policies and procedures to ensure they are well informed of her responsibilities in caring for children. Parents are provided with information about their child's well-being as regular verbal communication takes place daily. The use of written contact books is also used. The childminder shares children's creations, photos and observations, which provides parents with an overview on how their child is progressing in their learning and development. The childminder is keen to seek the views of parents by sending out questionnaires, although these are due to be revised to invite more suggestions. The childminder also uses Ofsted's self-evaluation form, liaises with other practitioners and attends regular training to ensure her knowledge reflects current practice. As a result, the outcomes for children are good.

Equality and diversity is well promoted. When children first start at the setting, the childminder liaises with parents to find out about their routines, preferences and relevant information to ensure a smooth transition from home. As a result, the needs of children are well met. Deployment of resources is good. Children have a wide range to choose from and they access them independently. As a result, gender stereotyping is minimised. Resources reflect the diverse community in which we live and children visit places of interest within the local area. In addition, different cultural festivals are celebrated, although the cultural diversity of children who attend the setting is not yet fully explored. As a result, children do not fully develop a sense of personal identity. The childminder observes children's progress and in the event of a child not developing to their full potential, this would be shared with parents. Thus, appropriate support systems are put into place to ensure children's needs are met. The childminder recognises the importance of working with all those involved in the care of children, promoting consistency and continuity of care.

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

Children are safe and secure in the setting. They relate to the childminder well and are confident in seeking cuddles, sharing their emotions and use body gestures to indicate their needs. The childminder recognises and responds sensitively to such traits, which ensure the needs of children are well met. As a result, children are

secure and content. Children are well behaved in the setting as they are stimulated and enjoy exploring the range of provisions on offer. Children learn about safety through experiences, such as outings where they learn about road safety and a recent visit to the fire station helps them learn about those who help us in the community. Children also practise fire drills, therefore learning how to keep themselves safe in an emergency.

Children's health is well promoted. The childminder is aware of their health and dietary needs and in the event of sickness, children are excluded to minimise the spread of infection. The childminder has information about illness and exclusion periods. She is aware of the requirements in the event of children requiring medication. Children are supported in learning good personal hygiene habits as they wash their hands before eating. The childminder provides a range of fresh and some processed foods for children, although parents provide food at present. This is stored and prepared appropriately to ensure children's good health. Children are well rested and have regular opportunities for fresh air and exercise; using the garden, local parks and groups. As a result, active lifestyles are promoted.

Children develop good skills for the future and are making sound progress in most areas of their learning and development. They enjoy exploring age appropriate provisions, such as posting boxes where they develop problem solving skills and shape recognition. They enjoy push button toys which trigger light and sound responses. Their personal, social and emotional development is well fostered through providing consistent routines, and developing social relationships with other adults and children at various groups. The childminder takes photos and records written observations to show the range of experiences children explore. Links are made to the different areas of learning, although not all areas are equally covered. The childminder identifies the next steps to support children in making progress. She also plans topics for children to explore, which includes different festivals and events to link in with the seasons. However, planning does not yet identify how children will achieve their next steps. Furthermore, planning does not yet reflect children's interests or repeated play patterns, to ensure their interests are pursued and extended.

Children very much enjoy looking at books where they point to familiar objects and use words to describe what they have seen. They point and say 'baby', and point out facial features to show the childminder. They then are keen to point out the childminder's features and the childminder responds; naming and asking where certain features are, developing children's body awareness. Children very much enjoy stacking beakers, ordering pots according to size. They notice that one is missing as smaller pots do not fit as snugly as others. The childminder engages well with children, talking with them to develop their understanding. Although, she recognises that some children benefit from having periods of independent play to explore for themselves without the interruption from others! As a result, children have ample time to make sense of play opportunities at a pace suited to their needs.

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	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	2
The extent to which children develop skills for the future	2

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