

## Inspection report for early years provision

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<b>Unique reference number</b>	136756
<b>Inspection date</b>	26/09/2011
<b>Inspector</b>	Joanne Wade Barnett
<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 was registered in the year 2000. She lives with her husband and four school age children in Orpington, Kent. The family has two cats. The whole of the ground floor and one upstairs bedroom of the family home are 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 aged under eight years and three of these may be in the early years age range, at any one time. She is currently minding two children within the early years age range. She also offers care to children aged up to 11 years. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder drives or walks to local schools to take and collect children. She also attends the local toddler group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a sound knowledge of child development and offers a variety of activities both in her home and on outings in the community. She observes and assesses children's abilities and planning for future learning helps the children to make satisfactory progress in their development. The records she makes of children's achievements are not fully effective in helping her to monitor their progress across all aspects of their learning. Positive relationships are formed with the parents and information is shared daily to promote children's well-being, although they are not routinely asked to contribute to the assessment and planning process to further support children's learning and development. Partnerships with other settings involved in children's care are not fully established. The childminder shows a commitment to maintaining continuous improvement; she reflects on her practice and has identified areas to improve that are likely to improve the outcomes for children.

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

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of all aspects of the environment that need to be checked on a regular basis (Suitable premises, environment and equipment)

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

- improve the record of observational assessment to monitor children's progress effectively to further support planning for the next steps in children's learning and development
- improve partnership working with other settings children attend by sharing relevant information with each other and parents, to promote consistency of care and to complement the early years experiences children have elsewhere

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

The childminder has a satisfactory understanding about her responsibility to safeguard children's welfare. She carries out risk assessments of her home and garden to identify potential hazards, which she minimises by implementing safety measures. For example, sockets are covered to ensure they are inaccessible to children and a stair gate is used to prevent children climbing the stairs unaccompanied. She keeps a record of many of her findings but not all aspects of the environment that need to be checked on a regular basis, such as risks associated with using the bathroom and security of the front and back doors. She has a written safeguarding procedure to refer to in the event that she has concerns about a child's well-being. All adults in the household have been suitably checked to promote children's well-being. The childminder requests written parental consents for emergency medical treatment and permission to take children on outings. She has produced policy and procedure documents to share with parents so that they are aware of her role and responsibilities and how she promotes children's welfare and learning.

The childminder welcomes children into her home and knows their personalities and backgrounds. She obtains all relevant information from the parents before the children start at her setting to enable her to meet their individual needs. Children use a satisfactory range of resources, some of which reflect positive images of diversity and help them to value people's differences. The childminder has begun to self-evaluate her provision and has identified areas she would like to develop, such as attending a child protection course to update her skills and knowledge. She plans to gather the views of parents to improve the service she provides and the outcomes for children.

The childminder has positive relationships with the parents and works with them to ensure their children's needs are met. Parents receive a care diary with a detailed description of their child's routine and activities each day, including any sleeps and food eaten. The childminder talks with the parents about their children's achievements but she does not ask them to contribute to children's progress records or to help plan for the next steps of their learning. The childminder is aware about the importance of sharing information with others who share the care of some children. She has made initial contact with the pre-schools children attend but has not established effective partnership working with them, so as to share relevant information and to ensure that her provision complements the experiences

children have elsewhere.

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

Children settle well into the childminder's home because she provides a calm welcoming environment. All children are able to move freely around the available play space and make decisions about where they would like to play and what activities they would like to do. Children find resources and toys that interest them, such as the play animals or the push button alphabet tree. They experiment in pushing the different shape buttons and delight in the sounds they create by doing this. Books are available for children of different ages, along with games and jigsaws. Children are encouraged to develop their numeracy and literacy skills through activities, supported by the childminder. She encourages the children to look at shapes, colours and to count items in their everyday play. Children enjoy listening to stories and begin to show familiarity with well-loved stories. The childminder makes observations to assess children's progress and has a fair knowledge of where each child is in their learning and development. The written documentation she keeps relating to this does not help her to monitor their progress effectively to further support planning for the next steps in children's development.

Children learn about living a healthy lifestyle as they are given healthy snacks of fresh or dried fruit and can help themselves to drinks at any time. All meals are prepared by the childminder who has a good understanding of healthy eating. She takes into account children's likes and dislikes and any dietary needs they have. Hygiene procedures are implemented, enabling children to gain an understanding about the importance of washing their hands before they eat and after having their nappies changed. Opportunities for children to play in the garden, to benefit from fresh air, are given on a daily basis. They play with a variety of play equipment to help develop their physical skills, balance and coordination.

Children display a sense of security and being safe as they confidently move around in the childminder's home. They approach the childminder for support and like to look at books together or simply to have a cuddle with her. They learn about keeping themselves safe when in the home. For example, children understand they must not climb on the furniture in case they fall and hurt themselves. Children behave well and understand the behavioural expectations of the childminder. They learn about the importance of tidying away the toys, with a few reminders and begin to learn about sharing the toys and taking turns with each other. Children are happy and settled and generally display confidence and self-esteem. They have some opportunities to learn about the community they live in through outings and are encouraged to accept each other's differences. Children generally make satisfactory progress in their communication, language, literacy, numeracy and skills relating to information and communication technology. As a result, children develop skills that will support them in their future.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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