

Inspection report for early years provision

Unique reference number	EY424792
Inspection date	12/10/2011
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.

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Description of the childminding

The childminder was registered in 2011. She lives with her five-year-old daughter in a two bedroom house in Orpington. She lives close to local transport links, schools and nurseries.

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 one may be under one year at any one time. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is currently one child on roll in the Early Years age range.

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 and supported to make the most of their abilities, making good progress. Learning records are generally well maintained and help to aid the learning and development of the children. The childminder has started to evaluate her provision. 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:

- highlight clearly the learning intentions for the next steps of learning in the children's written observations and link these to the planning of focus activities to ensure their individual developmental needs are being met.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection and how to safeguard the children in her care. The good use of stair gates enables the children to stay safe in all areas of the home. The good use of risk assessments and daily safety checks enables the children to play in a safe environment. Children have carried out regular fire drills with the childminder, so they are aware of what to do in the event of an emergency. All of these procedures enable the children to be

cared for in a safe environment.

Resources are used well to support the children's learning and development. The children are able to self select resources by choosing from a sheet of photos used by the childminder to enhance their learning and development. The children learn about the wider world around them, as the childminder is skilled in teaching the children about different festivals and celebrations from around the world. Children are currently learning about Diwali and have made tea light holders, to teach them about the festival of light. The childminder is proactive in keeping herself up to date with regular training. She has currently attended training courses for observations and learning environments for the children.

The childminder works well with the parents and they have daily feedback and discussions on their children and what they have been doing. The childminder works well with them to provide continuity of care for the children. Currently, children do not attend other settings, but the childminder is aware of the need to work with other agencies involved with the care of the children when it occurs. The childminder has started to self-evaluate her provision. She can clearly highlight where her key strengths are and what areas she is currently working on, to bring about best possible outcomes for her provision and the care of the children.

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

Children have a good sense of belonging and they are very settled and happy in the childminder's care. Children's self esteem and confidence levels are greatly nurtured and boosted by the strong relationships they have built with the childminder. They like to snuggle up with the childminder and gain reassurance from her. The childminder is skilled in asking the children open-ended questions to make them think about what they are doing. This helps them to progress well in their learning. Children are making good progress with their speech and they show that they are becoming inquisitive learners, showing curiosity in all that is going on in the setting.

Children are making good progress from when they first started in the care of the childminder. The childminder records her observations of the children well. It is clear from the observations and the childminder's good knowledge of the children that they are progressing well. However the learning intentions for the next steps of learning are not clearly highlighted. This also affects the planning of the focus activities, as they are not fully linked to show how they are being used towards the children's learning and development. Resources are well used to support and extend children's learning. The childminder is skilled in making sure the activities promote children's development in all six areas of learning and sufficiently challenge them and help them to gain 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 children are developing a good

understanding of healthy eating and the effects exercise has on their bodies. The childminder takes time to talk to the children about their behaviour; given their ages and stages of development, they are well behaved. Children enjoy dancing along to music and chasing bubbles. The childminder is skilled in extending the bubble activity to teach the children about the different colours that are in the bubbles and counting how many bubbles they can burst. The children scream with delight when they see the bubbles and show great excitement with the activity.

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	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	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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