

Inspection report for early years provision

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Inspection date	28/09/2011
Inspector	Marcia Robinson
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 registered in 1996. She lives with her three children, including two adults and one child aged seven years old. The property is located in Beckenham in the London Borough of Bromley, close to shops, parks, schools and public transport links. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has three rabbits and four guinea pigs, as pets. The childminder is registered to care for a maximum of five children under eight years at any one time, no more than two of these may be in the early years age range. She currently minds three children in the early years age group, who attend on a full or part time basis. She also offers care to children before and after school. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She does not provide overnight care or employ an assistant.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and thriving, because they are cared for in a safe and secure environment, where they are valued as individuals. The childminder safeguards the children well, and helps them feel comfortable whilst they attend the setting. She promotes children's welfare and learning, successfully, helping children to make good progress overall. However, a few aspects relating to observations and assessments require some minor improvements. Warm, positive and trusting relationships with parents helps ensure children's care needs are met. The childminder has effectively addressed all recommendations from her last inspection to maintain continuous improvement. She is strongly committed to inclusion, enthusiastic about undertaking relevant training and establishing stronger links through the early years development team in order to further improve the service she provides.

What steps need to be taken to improve provision further?

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

- further develop a confident up-to-date understanding of safeguarding children's issues in line with the Local Safeguarding Children Board Procedures
- strengthen systems for observation and assessment by formally gathering information from parents about children's starting points, making sure next steps identified for individual children are clearly linked to planning and followed through. Also, continue involving parents as part of the ongoing observation and assessment process

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded overall. The childminder understands her role and responsibility for protecting children and knows the correct procedures to follow if she has any concerns regarding children's welfare. She implements secure policies and procedures and has all relevant information for reporting and recording any concerns. The childminder has an up-to-date copy of the local authority safeguarding and protecting children handbook, she knows the correct procedure to follow in the event of any allegations made against herself or household members and the signs and symptoms of abuse. However, she is not always fully confident about the areas of abuse. The childminder places high priority on children's safety and welfare. She completes regular safety checks and conducts thorough risk assessments of the home and garden and prior to any outings to ensure children are well protected. Children's health and welfare are promoted well, including well maintained accident and medication records as well as the childminder who holds an up-to-date first aid certificate. All documentation required to promote the effective management of the setting is in place and organised effectively to promote confidentiality.

The childminder is very experienced and offers a friendly professional service. She shows a strong commitment to driving improvement. The childminder has completed the Ofsted self-evaluation form that reflects all areas of her childminding service and clearly identifies well targeted areas for future improvement, such as planning activities and her plans to develop her own learning needs. Deployment of resources is effective. The childminder ensures the home is well organised and makes good use of the time that children attend; as a result children access a wide and varied range of age-appropriate equipment, outdoor apparatus and play resources which additionally reflect diversity. The childminder has maintained good records about children's individual backgrounds and needs, whereby she is starting to use this information in planning a wider range of activities to teach the children about different festivals and celebrations from around the world.

The childminder ensures that engagement with parents is effective, for example, she shares information and her policies and procedures with them on a regular basis. All parents make positive comments about the childminding service and say their children are very happy and are making good progress in the childminder's care. They report that their children 'have great fun', 'their progress in their speech has come a long way', 'they thoroughly enjoy their time with the extremely approachable childminder who makes them feel comfortable to chat about anything'. The childminder ensures that she has relevant information about children's personal care, routines, likes and dislikes and emergency contact details. However, systems to record children's starting points in their learning and development are not yet fully developed. Nonetheless, the childminder makes time to talk to parents everyday about their children's experiences and achievements and keeps a daily diary for younger children. She makes regular observations and parents have access to these records which encourages them to continue their

child's learning and development at home. The childminder also shares these experiences with parents, in a keep sake photo album, which she gives to them when their child leaves her setting. The childminder has gained previous experience of working with children with special educational needs and/or disabilities and is aware of the need to adapt activities to meet their individual needs. Currently there are no children in the early years age group who attend another early years setting. However, through discussion the childminder demonstrates her commitment to working in partnership with these settings in order to support and compliment learning and care.

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

Children's care and learning is appropriately supported because the childminder has a generally good understanding of child development and of the learning requirements. The wide range of resources ensures that each of the areas of learning is covered well. The toys are stored at the children's height and the childminder rotates these to inspire participation. The childminder records her observations of children during play and links these to the expectations of the early learning goals. She also keeps photos and samples of children's creative work to support their assessments. She highlights their next learning steps, although she does not always link these to her planning to ensure these are consistently followed up and reviewed. Parents are able to settle their children into the childminders care gradually, enabling them to feel safe and secure when their parents leave. Children demonstrate that they are very settled, confident and relaxed in the childminding home. They laugh and smile with enjoyment as they move freely around the stimulating learning environment that captures their individual interests and boosts their self-esteem. There are good opportunities to support all the areas of learning which are well planned for by the childminder to include regular outings in the local community, as well as activities based on topics and themes. For instance, children's interests are extended with a range of themes, such as 'people who help us' or the current one relating to springtime. Here, the children have enjoyed learning the names of different types of flowers, they have been growing flowers in the garden and creating their own wall display of sunflowers, using new vocabulary such as 'stem' and 'petals'. This activity has been further extended through trips with the children to the local library for them to access books and where the childminder has carefully linked this topic into creating touchy and feely bags, to further promote children's sensory experiences. Other opportunities are available for children to investigate and explore, using sand and water trays. They develop their physical skills as they use a range of wheeled toys in the garden or use the climbing apparatus at the local park. Children develop good skills for their future learning, through the range of resources and experiences offered that are supported well by the childminder, as part of the children's daily routine.

The home environment is well maintained and appropriate for children's play. Children feel safe in the setting because the childminder offers warmth and security, along with consistent and familiar routines. All safety precautions are in

place so children are able to move freely and confidently around the home. They participate in regular emergency evacuation practices and discuss road safety with the childminder when outdoors, helping children understand how to keep themselves safe from harm. She emphasises the need for children to have a balanced diet through the well planned menu, visual prompts and discussions that reinforce their understanding of healthy eating. The childminder encourages children to adopt a healthy lifestyle as she provides them with a range of healthy snacks and meals. These include a variety of fresh fruit and vegetables as well as fresh drinking water throughout the day so children remain hydrated. Children are always well supervised and develop a real sense of belonging in her care. Children's behaviour is managed well as they learn to share and take turns while playing. They clearly enjoy each others company and demonstrate a caring attitude towards the childminder and each other.

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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