

Inspection report for early years provision

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Inspection date	10/10/2011
Inspector	Joanne Wade Barnett
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 2005. She lives with her husband and three school age children in West Wickham in the London Borough of Bromley. The whole of the ground floor of the family home is used for childminding, and there is a fully enclosed garden for outside play. The family has a dog. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in the early years age range.

The childminder drives or walks to local schools to take and collect children. She also attends the local toddler group. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play happily in a safe, secure environment where their individual needs are met. They engage in a broad range of activities and experiences and make generally good progress in all aspects of their learning and development. A positive relationship with the parents promotes continuity of care and children's well-being. The childminder has started to carry out a self-evaluation of her practice and has identified her strengths and the areas she would like to develop. The childminder is committed to providing a quality service through ongoing training to enable her provision to make continuous improvement.

What steps need to be taken to improve provision further?

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

- review risk assessment regularly, taking into account the individual children's stages of development (Suitable premises, environment and equipment) 21/11/2011

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

- improve the record of observational assessment to highlight children's achievements and the next steps for their individual learning so that parents can see progress clearly.

The effectiveness of leadership and management of the early years provision

The childminder has a generally good understanding about keeping children safe. She carries out a risk assessment of her home and garden to identify potential hazards, which she minimises by implementing safety measures. For example, sockets are covered so as to ensure they are inaccessible to children, and a stair gate is used to prevent children accessing the stairs. However, she has not reviewed her risk assessment to take account of children's developmental changes. For example, risks associated with babies learning to walk, pulling themselves up on furniture and equipment. The impact of this on children is limited because the childminder is vigilant in her supervision. She has a written safeguarding policy and implements this to ensure safeguarding regulations and duties are met. All adults in the household have been suitably checked and children are protected from those who are not vetted.

Children are treated as individuals by the childminder, who has a good knowledge of their backgrounds and needs. Children learn to accept each other's differences and learn about the needs of children younger than themselves. The childminder plans activities and experiences that take account of children's different learning needs. She supports them to make good progress in their development. The children play with resources that reflect positive images of diversity, such as books and small-world toys. This helps them learn to value different cultures and abilities. A good range of resources is available to children, who can easily reach most of them. This means children are able to make choices and find toys that engage their attention.

The childminder monitors her provision well. This helps ensure she meets all the children's individual needs and supports their progress in all areas of learning. The childminder has addressed all recommendations from previous inspections and is committed to providing good quality care. The childminder has started an early years qualification and has ideas for implementing her training in her practice. The childminder's self-evaluation is evolving well, and she has identified and acted upon some weaknesses in her provision. This has led to improvements in outcomes for children

Partnerships with parents are positive, ensuring each child's needs are met. Parents receive a daily diary with a detailed description of their child's routine and activities each day, including any sleeps and food. This promotes continuity of care for the children and ensures their welfare is given high regard. All parents give written consent for aspects of care such as routine outings and the taking of photographs. They receive a set of written policies and procedures to keep them informed of the childminder's responsibilities under the Early Years Foundation Stage. Observations of children's achievements are conducted from when they join the provision. Children's assessment records are routinely shared with parents, but they do not clearly reflect the good progress the children are making and the next steps planned for their learning. The childminder understands the importance of establishing partnerships with other early years settings children attend and with

outside agencies involved with them. This is in the process of being fully embedded into the childminder's practice.

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

Children settle well with the childminder and develop good, trusting relationships with her. She shows care and concern for each individual child. She provides a stimulating range of activities and outings to motivate children and support their learning, social skills and physical development. Children are encouraged to practise their physical skills; for example, babies practise walking, gaining confidence in their own ability. The childminder encourages children to count in their play, learning number sequences, colours and shapes through fun activities. Children develop their communication, language and literacy skills by sharing books with the childminder. This is further supported by visits to the library, use of alphabet toys and listening to songs while they play. Children are encouraged to develop their use of sentences and to extend their vocabularies. They are given simple words to name objects and lots of gestures to support their understanding. These measures, together with the use of toys to learn about information and communication technology, help support children in developing skills for their future.

Healthy lifestyles are promoted as children have daily opportunities to benefit from fresh air; they walk to school or visit the park. They are encouraged to be active both indoors and outdoors, and learn the importance of exercise. Meals are supplied by the parents, with healthy snacks provided by the childminder. The childminder encourages parents to provide healthy foods and talks to the children about healthy eating. Children learn the importance of personal care routines. They wash their hands before eating, and tissues are available for when they have to wipe their noses. The childminder ensures this is supplemented by good hygiene routines; for example, she wears gloves for nappy-changing to prevent cross-infection. A sick-child policy informs parents when not to bring children to the childminder's home, helping to protect all children from infection.

The childminder has a good understanding of the Early Years Foundation Stage requirements and supports children's welfare and learning. Children show a feeling of security as they respond well to the childminder's caring manner. They happily approach her if they want something; for example, babies gesture with their hands to get a particular toy or simply to have a cuddle. The childminder reminds children about keeping themselves safe, for example to mind their head when picking up toys from under the table. The childminder offers praise and encouragement, supporting children's self-esteem and confidence, which helps children learn to respect and care for each other. They have good opportunities to learn about their local community through outings and social events with other childminders. These support their understanding of differences between people. Children are valued and respected regardless of background or ability.

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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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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