

Inspection report for early years provision

Unique reference number	402576
Inspection date	01/11/2011
Inspector	Christopher Mackinnon
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 has been registered since 2001. She lives with her husband and two children aged six and eight years, in Orpington, Kent. All of the ground floor is used for childminding, with a fully enclosed back garden available for outdoor activities.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of four children aged under eight years may attend, with no more than three in the early years age range. The childminder currently has three children on roll, with one in the early years age range. The childminder has an early years childcare qualification at level three.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes individual children's welfare and development. A well planned range of play activities are provided, and children have access to a generally well resourced play environment. The childminder is highly consistent in her use of observation and assessment, and children make excellent progress with their learning. The childminder has good partnerships with parents and other carers, and self-evaluation is positively applied to promote improvement.

What steps need to be taken to improve provision further?

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

- develop a wider range of visual learning material and opportunities to display children's work within the play environment

The effectiveness of leadership and management of the early years provision

The childminder is an experienced provider and has been registered for over ten years. She has a level three early years qualification, and combines part time work in a local day care setting, with home based child care. Her experience and training are clearly evident in her presentation of a well managed play programme, that is particularly successful in promoting children's achievement and future learning. The childminder is consistent and well organised in her maintenance of safeguarding. She has attended training in child protection, and has a well detailed and thorough range of safeguarding and security procedures in place.

The childminder shows a consistent approach to managing improvement. She has recently attended training to further support children's speech and language, and how to work with children with attention deficit. She is also currently engaged in widening her range of baby care materials and play items for younger children. The childminder makes effective use of a well written self-evaluation report to identify improvement, and uses her contact with the local childminder's association to update her practice.

The presentation of a well organised range of resources and play materials is a consistent aspect of the childminder's provision. Children have a wide range of activities and enjoy child led learning. A good, open play space is provided on the ground floor, with free-flow access through the kitchen-diner to the patio and garden. A particularly good range of tactile and sensory materials are provided, and children can engage with a wide range of role play materials. At present, the childminder's play environment provides limited scope for children to benefit from visual learning; and opportunities to see their art and project work properly displayed. The development of a wider range of visual material is noted as an area for improvement.

The promotion of inclusion within the setting is well established. The childminder takes care to support individual children's development, and help them make progress. She responds positively to their individual learning needs, and successfully provides individually planned learning. For example, specific play materials are used for each child, to promote and extend their particular level of learning. The childminder also maintains an inclusive approach to the organisation of her play provision, with a selection of diversity based play and learning materials, and range of cultural festivals included.

The childminder has established close links with other cares. She has a strong connection with the local junior school and nursery, where several of her children attend. She is also in regular contact with other local childminders. The childminder successfully promotes close partnerships with parents. Daily written notes are provided on each child's care and welfare needs. A wide range of detailed information is also presented for parents to follow their children's learning development. Through letters and references, parents also show their appreciation of the support and reassurance the childminder provides.

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

Children's enjoyment and achievement is excellently supported by the childminder's detailed planning and presentation of themed activities. For example, over a period of three months children explore play linked to Autumn, Halloween and Fireworks. Children's own interests and individual development areas, are also consistently well included in the day-to-day planning. Children benefit greatly from the childminder's training and experience in early years practice. She demonstrates considerable expertise with one-to-one teaching. For example, she takes particular

care to provide younger children with a wide range of play experiences to promote their growth and physical confidence. There is also an emphasis on promoting children's speech and language, and older children's school projects are often continued by the childminder. Such as a recent 'bears' theme, providing a wide range of stories and reading to promote literacy.

Children's achievement is extremely well observed and recorded; and the childminder has an excellent awareness of the need for continual assessment. For example, each child's next steps in learning are clearly identified and then fully explored in individual planning books, that provide highly consistent support for progress. Highly effective use is also made of photographs, to show children's enjoyment and engagement in activities; and to involve parents in their children's learning.

Children's health and development is well promoted, with consistent and thorough hygiene practice, and a good range of activities provided to help children to learn about healthy eating. For example, children have a high level of food based role play and enjoy preparing and learning about different foods. The promotion of children's physical development is also strongly featured. Indoor games, active role play and exploring sounds encourages children's expressive instincts. Frequent use is also made of the outdoor play equipment, with the swing, slide and grass area used for games. Children's safety and security, is confidently maintained, with a well detailed and clearly organised range of risk assessments in place. The childminder has a sound awareness of the need to promote children's personal and social learning. Children learn to share and take turns, and their behaviour is well managed through the use of clear house rules, and application of positive methods; such as redirection and consistent praise and encouragement.

The promotion of children's skills for future learning is another highly consistent feature of the childminder's provision. The childminder shows particular confidence in developing children's communication skills. For example, using a mirror with younger children, so they can see themselves and respond to facial expressions. The childminder also provides successful support for children's speech, with songs, rhymes and singing sessions. Children make use of an excellent range of manipulative and connecting toys, to promote their problem solving and numeracy. Children are effectively introduced to sizes and shapes, and enjoy working together to build with a wide range of assembly sets and systems.

Children's creative development is consistently well promoted. Younger children enjoy finger painting and mark making, and being expressive and vocal in her play. Older children have well resourced arts and crafts, often chosen from the internet; such as print making and making items out of paper. The childminder also shows excellent skill in promoting children's understanding of the world; particularly through the use of transport themed role play and helping younger children to have new sensations and experiences.

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	1
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	1

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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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