

Inspection report for early years provision

Unique reference number	136752
Inspection date	01/11/2011
Inspector	Rebecca Hurst
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1998. She lives with her husband and two children aged 19 and 15 years in Petts Wood, Orpington in Kent. The whole of the ground floor of the childminder's house is used for childminding. The family has a pet dog. The childminder lives close to local shops and transport links and there are local nurseries and schools nearby.

The childminder may care for no more than six 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 on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll who are both 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. Overall, they are valued and supported to make the most of their abilities and to make good progress towards the early learning goals. Most aspects of working in partnership with parents are good. The childminder seeks to improve the learning opportunities provided, working towards the best possible outcomes for children. As a result, she demonstrates 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:

- plan a wider range of positive images through activities and resources that help children to become aware of, and embrace differences, for example, in gender, language and culture
- develop systems to regularly evaluate the responses to different children by planning time to reflect with parents on children's progress and development.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection procedures and of how to safeguard children in her care. She is well aware of how to record and report any concern about a child. The childminder has detailed risk assessments in place for all areas of the home and for when she takes children on outings. Further safety procedures include regular, evaluated fire drills that are used to help

children to be aware of what to do in an emergency. The childminder gives wrist bands to children to wear when they are out and about so her contact details are on them at all times. All adults in the home have Criminal Record Bureau checks in place so that they are suitable to be near to children. These practices well enhance the safety and welfare of the children.

All areas of the home are safe for children's play and the childminder checks the resources so that these are safe for the children's ages. Resources are well used to support and extend children's learning. Children have good access to toys and equipment that are stored at a level they can reach for themselves and this enhances their independence. They effectively learn about the wider world through activities that promote different festivals and celebrations. They have access to some resources, such as multicultural dolls and books, which reflect diversity so that children learn to value differences.

The childminder has a good working relationship with the parents and carers. Daily feedback is given both in conversation and through contact books. This allows the parents to be kept up to date with what is happening during the day with their children. Parents are interested and involved as they get to know how well the children are progressing in their learning and development. The childminder consistently works with local nurseries and schools that children attend and shares information with these providers to provide continuity of care.

The childminder effectively evaluates her provision. She is clearly able to highlight her key strengths and which areas she is currently working on. However, parents are not systematically involved in the self-evaluation process, which results in missed opportunities to be fully responsive to users of the provision. The childminder continues to develop her knowledge of childcare by attending workshops, for example, on first aid and child protection. She strives to improve the children's learning and development through regularly attending training opportunities.

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

Children are settled and happy in the childminder's care to gain a good sense of belonging. Their self-esteem and confidence levels are effectively nurtured and boosted by the strong relationships they have built with the childminder. They like to snuggle up with her and gain reassurance from her. They are becoming inquisitive learners and show curiosity in all that is going on in the setting. The childminder is skilled at asking the children questions so that they think about what they are doing. This helps them to progress well in their learning and development. Children enjoy singing and dancing along to nursery rhymes with the childminder. They show great enthusiasm when joining in and moving in time to the music.

Detailed, written observations of children allows the childminder to see what areas of learning she needs to promote to further progress their learning and development. The childminder is skilled in making sure the activities promote children's development in all six areas of learning. She plans effective challenges to

help children to develop skills for the future. As a result, children are gaining good speech and language skills. They enjoy role playing and the childminder enhances their learning by adding extra resources, such as different sized cups and mugs for children to use whilst 'making' tea.

The use of good hygiene procedures helps to protect children from cross infection. The childminder works with the parents, who provide pack lunches for the children, and teaches children about the importance of healthy eating. Daily opportunities are in place for children to visit local parks to enhance their physical development and opportunities for exercise. Children gain a good understanding of how to keep themselves safe. Younger children show that they feel safe as they happily explore the home and freely walk between the rooms to gather resources. Older children are taught about stranger danger and road safety to help them to stay safe when they are outdoors.

The childminder is consistent in her approach to behaviour management and takes time to talk to the children about their behaviour. For example, they discuss sharing and being kind to each other. The childminder explains to children about the importance of the house rules and how to play with the younger children. As a result, given their ages and stages of development, the children are well behaved.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----