

Inspection report for early years provision

Unique reference number	136885
Inspection date	08/11/2011
Inspector	Jenny Kane

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 1993. She lives with her adult son in the Bickley area of Bromley. The ground floor of her home is used for childminding with access to an upstairs bedroom for sleeping. Children have access to a secure enclosed rear garden for outside play. Schools, pre-schools, toddler groups, shops and parks are within walking distance. The family has no pets.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six 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 one child in this age group. She also offers care to three children aged between five and seven years.

The childminder holds a level three qualification in childcare. She attends the local childminder support group and 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 are happy, confident and enjoy a positive relationship with the childminder who knows them well and understands their individual needs. As a result, children are making good progress in the Early Years Foundation Stage. However, the observations are not sufficiently developed to identify the children's next steps in their learning. The childminder has well established partnerships with parents and other providers and this ensures continuity. The care, safety and welfare of the children are high on her agenda. Currently the childminder does not use written self-evaluation but she has started to identify areas for improvement and demonstrate a clear commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that parents are fully involved in their children's assessments by recording information about their starting points and their next steps and the sharing of these records further with the parents
- develop an effective system for self-evaluation of the childminding service.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of child protection issues. She is clear about her role and responsibilities and is confident about raising concerns. Her safeguarding policy is clear, regularly updated and shared with parents. She has recently attended training to update her awareness. The childminder carries out effective risk assessments of the equipment and all areas used by children to ensure all hazards are minimised. She encourages children to learn about keeping safe for example, through participating in regular fire drills. The childminder is well organised, plans the space well, is ready for children when they arrive and provides a welcoming environment. They have several areas in which to play and relax including a designated playroom. There are good supplies of toys and equipment suitable for all ages of children cared for. Several of these reflect diversity and positive images. She is working towards being as sustainable as possible by encouraging composting, water collection and recycling.

The childminder has a good commitment to promoting equality and diversity. Children regularly celebrate festivals, look at differences and understand about the wider world. They have taken part in projects about Australia day, Independence Day and Halloween, making collages and looking up information on the computer. More recently children are learning about Remembrance Day; through discussion and art work they begin to have an awareness of others. The childminder is confident about caring for children with a range of needs. Where she identifies that a child may need extra support she obtains this quickly and works with parents and other professionals. Over the years she has established good working relationships with staff at the local school and nearby pre-schools. Links with the school helps provide smooth transitions. The communication and sharing of information is verbal. Although she speaks to teachers and key persons also involved in the children's care there is, as yet, no sharing of written assessments. Partnerships with parents and carers are good. When children first start parents share information with her about what their children can already do and any individual needs. Although the childminder is aware of their capabilities and starting points, these are not recorded in the development folders. Some children have a contact book which helps to keep parents informed about children's care routines. All the necessary documentation, records, policies and procedures are in place, shared with parents and are kept securely. The childminder seeks parents views and opinions both verbally and using questionnaires. These show that parents are happy with her service. They particularly comment on her reliability, the welcoming environment, her trustworthiness and flexibility. In addition the childminder seeks the views of children in her care. They have also completed questionnaires in which they have made comments about which activities they like, suggestions for meals and generally confirming that they enjoy coming to the childminder's home.

The childminder has a positive approach to her self-development. She keeps up to date with good childcare practice through discussion with other childminders and attending short courses. This also helps her to establish a good network of support with others. She has yet to start to use the self-evaluation form to identify areas for improvement. However, she is able to discuss her main strengths and consults with parents and children about their views. The childminder has addressed the

recommendations from the previous inspection and this has helped to raise the outcomes for children.

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

The childminder is experienced, understands how children learn through play and provides a good range of activities which cover the six areas of learning. She plans activities around children's developmental stages and most activities are child-led. The planning is based on the observations she makes during play. These are transferred into individual development folders along with lots of photographs and samples of work. The records show that children are making good progress but they lack written information about the children's starting points and their planned next steps. The childminder has good verbal communication with parents thus keeping them informed about achievements. However, the lack of some information means that parents are not fully involved in their children's assessments.

Children enjoy their play and are developing skills for the future. They have established close relationships with the childminder and her family. She encourages children's communication and literacy skills through good questioning, discussions and listening to their ideas. Children confidently choose their favourite books and enjoy reading with the childminder. One child acts out a scenario, reading to her doll, showing it the pictures and pointing out the words. Signs around the play area and labels on toy boxes help children's recognition of the written word and number. Children have good opportunities to use mathematics during the day, for example, at snack time. While helping to make sandwiches they cut up tomatoes, choose the colour of the plate and then sit at the table to eat. The childminder provides nutritious, home cooked meals. Children have an input into the menus which are displayed. Meal times are a social occasion where children talk about their day at school, any problems and what they are going to do next.

Children demonstrate good independence. They take themselves to the bathroom, self-select toys and make decisions about the activities and routines. As a result, children's behaviour is good. Younger children benefit from mixing and socialising with other children on visits to the toddler group, library and walks in the community. On these outings the children learn about road safety and staying safe. There are good opportunities for children to be physically active. Their daily walks to and from school reinforce their understanding that fresh air and exercise are important for their health.

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

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