

## Inspection report for early years provision

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<b>Unique reference number</b>	137062
<b>Inspection date</b>	10/11/2011
<b>Inspector</b>	Pamela Paisley
<b>Type of setting</b>	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 1996. She is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives with her three adult children in Sydenham within the London Borough of Bromley. The whole ground floor plus two bedrooms and bathroom facilities on the first floor of the childminder's home are used for childminding. The family has two cats. There is a fully enclosed garden available for outdoor play. The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of these may be in the early years age group. She is currently minding three children in the early years age range. She also cares for children aged over five years to eight years.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an inclusive and welcoming environment where children are making excellent progress in their learning and development. The childminder makes the best use of her time to support children and uses an excellent selection of resources to meet the individual needs of children who attend. The childminder maintains continual improvement well overall by addressing all recommendations from her last inspection and introducing new changes. Most policies and procedures are in place to ensure that children are protected and well supported. Strong partnerships with parents and others supporting the children provide good continuity in their care and learning.

## What steps need to be taken to improve provision further?

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

- devise and share with parents the procedure to be followed in the event of a parent failing to collect a child at the appointed time. (Safeguarding and promoting children's welfare) 30/11/2011

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

- develop more rigorous systems for self-evaluation to ensure strengths are identified and weakness are addressed to further improve outcomes for children.

## **The effectiveness of leadership and management of the early years provision**

Children are effectively safeguarded. The childminder clearly understands her role in child protection and is fully aware of the procedures to follow should a concern arise. The childminder carries out thorough risk assessments throughout her home and on outings to ensure children's safety. Children have easy access to an extensive range of high quality play materials that are creatively displayed on shelves and storage units. These resources are used exceptionally well by the childminder to support children's learning and development and many promote children's awareness of equality and diversity.

The childminder has strong partnerships with parents. Parents are kept up to date about their children's achievements and progress and are fully informed of the childminder's childcare practices. They have opportunities to exchange information about their children on a daily basis and the childminder uses a daily diary to give parents a clear account of their children's day and planned activities that will take place. Parents are highly complimentary about the childminder and the care their children receive. Partnerships are well established between the childminder and other provision the children attend. This ensures information is regularly shared and used to promote children's achievements and well-being. Most required policies and procedures are in place, which promote the welfare and care of children. However, a procedure to be followed in the event of a child not being collected has not yet been devised and shared with parents. This breaches the requirements.

The childminder demonstrates a good capacity to maintain the development of her provision. She has made improvements to the service she provides since her last inspection. She has updated her safeguarding records to maintain children's safety. The childminder intends to go on further training courses to develop and extend her practice. However, she has not yet fully developed systems to monitor and evaluate the service she provides. The childminder promotes equality and diversity well. She has a good knowledge of each child's background and needs so she is able to reflect these in her provision. Children are able to participate fully because activities are thoughtfully adapted to meet their individual needs.

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

Children are very happy and settled in the childminder's care. They have very positive relationships with each other and the childminder. Children receive lots of praise from the childminder who knows them extremely well and divides her time with them equally. The childminder's home is organised effectively, creating a child-friendly environment which enables children to explore and take risks while being appropriately supervised. Children are learning how to keep themselves safe through taking part in regular fire drills. Clear procedures are in place to protect children from cross-infections and well-established hygiene routines help to maintain good health, such as individual bedding. Discussions with the childminder help children to understand that washing their hands before meals helps keep

them healthy. Children eat healthily and the childminder ensures that fresh fruit and vegetables are part of their daily diet and their individual needs are taken into account. She makes sure that children experience different tastes such as meals from various cultures. Children engage in a wide range of physical activities, both indoors and out, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. They regularly go for walks in parks and have great opportunities to climb trees and use climbing frames and swings. They have fun using slides, scooters and a range of sit-and-ride toys in the childminder's garden.

Children take part in an exciting range of highly innovative and developmentally appropriate indoor and outdoor activities. These include regular visits to toddler groups, indoor play areas, the local library for crafts and story time and meeting up with friends. The childminder assesses children's progress through taking photographs and making observations of children during activities and outings. She uses this information to plan future outings and activities. The childminder provides excellent opportunities for children to share and enjoy a wide range of rhymes, music and stories. The childminder ensures that she continually engages in conversation with the children so that they are hearing language all the time and they have access to crayons and pencils for mark-making and drawing. Children and babies are encouraged to feel valued and important because the childminder actively listens to them and gives them her full attention when they try to communicate with her. Children are learning mathematical concepts as they use shape sorters, sing number songs and when playing matching games, including putting objects into pairs and working out how to complete puzzles. Children are developing a growing interest in books which are readily available so they can help themselves. Children concentrate extremely well as they sit and turn the pages and delight in listening to stories told by the childminder.

Children play a full and active role in their learning, show great curiosity and the desire to explore, and are inquisitive learners. They are extremely independent and select play materials and resources for themselves. Children are aware they need to hang up their coats and bags when they return from pre-school. Babies are beginning to develop excellent early skills. They explore their surroundings with great interest and have great fun as they choose their own activities and help to tidy up toys. Children are developing a great understanding about the world around them. They go for walks through streams where they race boats and look for mini-beasts. They visit a number of museums, castles and the theatre, where they learn about past, present and future events. Their knowledge about living things is greatly enhanced by visits to the seaside, farms, and activities such as growing bulbs, carrots and going fruit picking. Children engage in an extensive range of activities and experiences that help them to value diversity. They have discussions with the childminder about different cultures and festivals that take place during the year and have access to an extensive range of resources that reflects positive images of culture, gender and disability. Children are extremely well-behaved and show a great understanding of the importance of taking turns and sharing.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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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