

Inspection report for early years provision

Unique reference number	136830
Inspection date	14/11/2011
Inspector	Pamela Paisley
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 1994. She is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband in Beckenham 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. There is a fully enclosed garden available for outdoor play. The childminder is registered to care for a maximum of four children under eight years at any one time, no more than three of which may be in the early years age group. She is currently minding two children on a part-time basis 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 a warm and friendly environment in which good quality information about the children is shared with parents and she is aware of how to develop links with other settings, children attend. Children are able to participate fully because activities are thoughtfully adapted to meet their individual needs and play materials and resources provided promotes most areas of learning. Most required policies and procedures are in place and, overall, the childminder uses systems for observations and assessments reasonably well to plan for children's next steps of learning. The childminder has effectively addressed all recommendations from her last inspection, although has not yet fully developed systems to monitor and evaluate the service she provides. The childminder is committed to improving the service she provides by going on relevant training courses to enhance her knowledge and understanding of the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- keep a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. 02/12/2011

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

- develop observations and assessments to clearly identify children's next steps of learning
- improve the range of programmable toys, including resources that reflect

- positive images of culture and disability to support children's learning
- improve systems for self-evaluation to ensure strengths are identified and weakness are addressed to improve the outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding about how to safeguard children. She has attended relevant courses and has clear child protection procedures in place to follow if she has concerns about a child in her care. The childminder conducts thorough risk assessments to ensure children's safety within her home and on outings and there are effective safety devices fitted throughout her home to protect children from potential dangers, although no written records are kept. Since her last inspection the childminder has improved her record keeping to make sure all necessary records and written parental consents are in place. The childminder is committed to continuous improvement and intends to go on further training courses to enhance her childcare knowledge, although she has not yet fully developed systems to monitor and evaluate the service she provides. Well organised policies and procedures that are required for the safe and efficient management of the Early Years Foundation Stage are in place and are used to promote the welfare and care of the children.

The childminder's home is very child centred and well equipped with good quality toys and resources that are appropriate for the children's stages of development and are readily available to encourage independence. Children are learning about diversity through books and discussions with the childminder, although have limited access to play materials that reflect positive images of culture and disability. Inclusion is promoted well and children get good encouragement from the childminder to participate in activities provided. She meets their individual needs well, making sure that each child is treated with equal concern. The childminder works in close partnership with parents to ensure children achieve to the best of their ability. She shares information with them on a daily basis and gives them a detailed account of their children's day and activities they took part in. The childminder will often give advice and reassures them when they are worried about their children. The childminder has developed strong links with the nursery school where her minded children attend to ensure information is regularly shared and used to promote children's achievement and well-being.

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

Children are cared for in a stimulating environment and the childminder's home is organised so that children feel comfortable and happy. Children take part in purposeful and developmentally appropriate activities which provide good levels of challenge appropriate to their ages and stages of development. The childminder plans activities in advance to make sure children have a wide variety of interesting play and learning experiences that promotes their all round development needs.

The childminder has a good understanding of the Early Years Foundation Stage and children are making good progress in their learning and development. The childminder carries out observations and assessments, although she has not yet fully developed systems to clearly show how children's next steps are planned for. Children eat healthy meals which the childminder prepares each day to make sure they benefit from fresh foods. Children are offered fresh fruit throughout the day and often help to prepare vegetables which encourage them to make healthy choices about the food they eat. Menus are shared with parents to give them information about meal choices. Children enjoy regular exercise as part of a healthy lifestyle. They walk to and from nursery school and often walk through parks and have good opportunities to use climbing frames, slides, swings and rope ladders. The childminder makes good use of her garden so children can take part in outdoor activities. Children have access to a swing, enjoy ball games and can use bikes and scooters. Children are learning how to keep themselves safe through discussions with the childminder about crossing roads safely when on outings and practicing fire drills to help them become familiar with emergency evacuations procedures. Children are beginning to form good friendships as they visit toddler groups and attend nursery school. They are developing good personal skills as they feed themselves at meal times, help to lay the table and put on their own coats and shoes. Children are well behaved and are learning to share and take turns when playing.

Children are learning mathematical concepts as they count objects and draw different shapes and are beginning to learn how to add numbers together. They are developing problem solving skills as they complete puzzles and play number and shape games. Children enjoy many creative activities such as drawing, painting and arts and crafts and have great fun exploring with different textures and malleable materials. Children explore sounds with a wide variety of musical instruments such as drums, castanets, home made shakers and a piano. Children are gaining a good knowledge and understanding of the world. They enjoy learning about living things as they look for birds, snails, cats and squirrels in the childminder's garden. They regularly go for walks to local shops, which include the bakers, fish mongers, card shops and supermarkets. Children show great interest in investigating the role of a policeman, shop keeper and astronaut and the childminder uses books and discussions to help them understand different jobs people do. Children have good access to a wide range of construction materials, including construction kits with a variety of shapes and sizes that they can join together to make various models. Children have discussions with the childminder about the uses of everyday technology, although have limited access to programmable toys to support their learning. Children are beginning to learn letters of the alphabet and older children can recognise their name in print. The childminder ensures that she has meaningful conversations with them and reads to them throughout the day to promote their language. Children are becoming confident communicators and have good conversations with each other as they play. Children are developing a growing interest in books which are readily available so they can help themselves.

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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