

Inspection report for early years provision

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Inspection date	16/11/2011
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 1997. She is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The childminder lives in Beckenham within the London Borough of Bromley. The whole ground floor and one bedroom plus 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 five 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 three children in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development. They benefit from a well planned, wide range of interesting and meaningful experiences which recognises their uniqueness and play materials and resources provided promote most areas of learning. Inclusive practice is well established and the childminder works closely with parents to ensure children's individual needs are effectively met. The childminder has effectively addressed all recommendations from her last inspection to maintain continuous improvement and plans for the future are well targeted to bring about further improvement to the provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the range of play materials and resources that reflect positive images of culture and disability.

The effectiveness of leadership and management of the early years provision

Children are well protected because the childminder has attended relevant training courses and has a good knowledge and understanding of safeguarding procedures. The childminder carries out regular risk assessments to ensure children's safety in her home and has all necessary safety equipment in place. She regularly checks toys and equipment to make sure that they are safe.

Her home is well organised so that children can independently access a wide range of good quality toys and resources. The childminder has a good knowledge of each child's background, and promotes inclusion for all children through keeping

thorough records of each child's individual needs and all aspects of their progress. 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. There is an extensive range of policies and procedures in place which are shared and discussed with parents. Since the last inspection the childminder has made improvements to the service she provides by ensuring that all necessary policies and procedures are in place and all areas of her home are safe.

The childminder is proactive in monitoring and evaluating the service she provides to improve outcomes for children and intends to enhance her childcare knowledge by attending relevant training courses. The childminder has a good working relationship with parents. She meets with them on a daily basis to give them feedback on their children's day including their well-being. Parents are encouraged to be involved in supporting their children's learning and development. The childminder ensures that she has regular meetings with parents to discuss children's progress and achievements and they are encouraged to share their views about the service she provides. The childminder has well-established partnerships with other early years provision where her minded children attend and ensures 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 making good progress in their learning and development. The childminder provides a wide range of interesting and stimulating activities and experiences that meets their individual needs. The childminder has a good knowledge and understanding of how young children learn and uses observations and assessments well to monitor children's progress and plan effectively for their next steps of learning. Children are confident communicators and enjoy sharing what they are doing with the childminder. Babies are eager to make themselves understood and delight in gurgling and making sounds in response when the childminder communicates with them. Books are thoroughly enjoyed by the children and they are becoming familiar with characters in stories. Children are beginning to learn letters of the alphabet and older children can recognise their name in print.

Children have good access to felt pens, crayons and pencils for mark making and enjoy colouring. Children use their imagination well and enjoy describing their drawings. They are very confident in selecting play materials and initiating activities. Children are learning how to dress themselves and make their own decisions about when they want a drink or snack. Children are developing close relationships with the childminder and each other and understand the need to share and take turns when playing together.

Children regularly go to toddler groups where they can socialise with their other children. They often visit friends and have play dates and older children attend

pre-school where they can mix with children of a similar age. Children take part in daily creative activities giving them good opportunities to do arts and crafts, use different media for drawing, colouring, painting and model making. They enjoy story and music tapes and listening to stories told by the childminder. Children are able to express themselves creatively through the use of xylophones, drums, maracas and shakers.

Children are gaining good problem-solving, reasoning and numeracy skills. They are becoming confident in counting in sequence and recognise numbers in print. There is good access to puzzles, shape sorters and number games to help children develop mathematical concepts. Children have plenty of opportunities to learn about and celebrate different festivals and beliefs throughout the year. They recently celebrated Diwali and tasted different foods and made candles. The childminder also shares her culture with the children and uses books to show them where she grew up. Children have a good chance to learn about living things through discussions with the childminder about animals that live on a farm. They also help to grow tomatoes, cucumbers and runner beans in the childminder's garden. Children have good access to a computer to help them find out about and identify the uses of everyday technology. Programmable toys such as a camera, electronic keyboards and activity centres are readily available to support their learning.

Children are developing a good understanding about how to keep themselves safe. The childminder uses books to help them learn about road safety and they practise regular fire drills to help them become familiar with emergency evacuation procedures. Children recently visited a local fire station where they learnt some safety precautions and were able go on board a real fire engine. The childminder has a good understanding about the importance of promoting healthy eating and has a menu which is shared with parents to give them information about meals provided. Children enjoy a wide range of healthy snacks and meals throughout the day which are freshly cooked and the childminder introduces different cultural dishes to give them a variety of tastes.

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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