

Inspection report for early years provision

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Inspection date	23/11/2011
Inspector	Denys Rasmussen
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2007. She lives with her husband and two school aged children. They live in a house situated in West Wickham in the London Borough of Bromley. The ground floor is available for childminding and there is a secure garden for outdoor play. The childminder is registered to care for six children under eight years old at any time. She currently has a variance to her registration to allow her to care for five children in the early years as specified on her certificate. Currently there are nine children on roll and of these seven are in the early years. All children are cared for on a part-time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and well cared for in the childminder's welcoming and organised home. Her comprehensive policies and procedures enable children to play safely and their health be promoted. The childminder provides a stimulating range of activities and works closely with parents and others to enable children's specific needs to be met. As a result, the children make good progress towards the early learning goals. Children have access to a wide range of play resources and some reflect diversity. The childminder successfully uses a system for self-assessment to continually develop and improve her service.

What steps need to be taken to improve provision further?

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

- increase positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and/or disabilities.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. The childminder has attended safeguarding training and understands her role and responsibilities with regard to protecting children. Her robust risk assessment is reviewed monthly and measures are put in place to protect children's welfare. For example, a new stair gate was installed when the previous one was identified as faulty. All the required documentation that promotes the health, safety and welfare of children is well maintained. The childminder's home is well organised, with a welcoming playroom where children can easily help themselves to a wide range of good quality

resources. There is a small range reflecting diversity. Children learn about the beliefs and cultural traditions of others when they celebrate festivals such as Ramadan, Diwali and Christmas. The childminder has detailed information about the children to enable her to understand their individual needs. She liaises with other settings providing the Early Years Foundation Stage and other professionals to support and complement children's care and learning.

The childminder's self-evaluation is informed by discussion with parents, children's interests and training she attends. The motivated childminder reflects on her service on a monthly basis and is continually developing and improving her practice. For example, she now provides the children with individual towels to prevent the risk of the spread of infection. The childminder works well with the parents, respecting their wishes in the care of their child. They are fully informed about the childminder's role and the care that is provided through discussion and the childminder's informative portfolio. Parents are very happy with the childminder and appreciate the written and verbal communication about their child which helps them 'track' their 'child's progress'. They comment that their children have become 'confident' and 'thrive in group situations' because of the socialising skills they have learned. They report that the 'good links' the childminder has with the school support their child's 'well-being'. They describe the childminder as 'very kind', 'reliable and trustworthy'. Their children 'look forward to attending' the childminder's 'warm and welcoming' home.

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

The childminder uses her observations and photographs of the children to plan for their future learning. She links them to the areas of learning to identify their next steps. She uses children's interests to extend their learning. For example, arranging a trip on a train after the children were showing an interest in trains and completing the train track together. The childminder practises fire evacuation so that children learn how to leave the premises quickly and safely. This learning is extended when they visit the local fire station and learn about smoke alarms. They talk to the fire-fighters, try on their hats and boots and have fun using the hoses. They visit the police station, sit in the police car and visit the cells. They learn that they can talk to a policeman if they need help. The childminder encourages a healthy lifestyle by providing a well-balanced diet, discussing with the children what is good to eat and by emphasising the importance of physical exercise. The childminder makes an effort to walk to school and back if possible and provides a good range of activities to promote physical development. For example, the children have access to a trampoline, wheeled toys, play house, bats, balls and goal, scooters, hoopla hoop and skipping ropes in the garden.

Children show a strong sense of belonging at the setting. They understand the routines and their independence is supported when they take off their shoes in the hall and access the toys freely. They are happy and settled, laughing often and play together really well. Children's behaviour is very good in response to the childminder's skilful interaction and realistic boundaries. Children are polite and

thoughtful, for example, a child offered to hang up his friends coat and a child says 'please can you pass me the glue'. Children learn about nature when they catch tadpoles and watch them grow into frogs to understand life cycles. The childminder supports language development well by encouraging the children's love of books and by her attentive conversational interaction. The childminder uses a slide show on the computer during lunch to prompt discussion about the outings they attended and activities they participated in. Children enthusiastically point each other out and talk excitedly about what they are doing. They cuddle up with the childminder to read their favourite story and enjoy making a beanstalk out of the leaves they collected in the garden. Children's creativity is nurtured when they access art and craft materials to make their own creations and by the resources and experiences the childminder provides to spark imaginative play. Babies are secure and confident and cuddled often. The childminder successfully balances the needs of the children who are of different ages to promote their developing skills to support their future learning. There is a good sense of fun and childminder's commitment and enjoyment to her work is evident.

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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