

Inspection report for early years provision

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| Unique reference number | 136584 |
| Inspection date | 15/11/2011 |
| Inspector | Lisa-Marie Jones |
| Type of setting | Childminder |

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T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1996. She lives with her husband and two adult children. They live in a house in Chislehurst, Kent. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

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 six children under eight, three of whom can be in the early years age group, one of whom may be under one year. She works with an assistant and currently has four children on roll. The family has a pet cat and a small dog

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes all aspects of children's welfare and development. She offers a welcoming, child-centred, inclusive home environment. Partnerships with parents are strong, overall. Children make good progress in their learning, given their age, ability and starting points. Most requirements are met. The childminder reflects on the service she provides and although self-evaluation is still in the early stages, she demonstrates a positive attitude to continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure parents are provided with information about the complaints procedure and details for contacting Ofsted, and an explanation that parents can make complaints to Ofsted if they wish (Safeguarding and promoting children's welfare) 06/12/2011

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

- provide opportunities for parents to contribute to their children's learning and development .

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge and understanding of safeguarding issues, and shares written policies with parents. She conducts regular checks of her home to make sure that children can move around freely and play safely. The home is well-organised and welcoming. Children play in a child-friendly environment, where they can easily choose from a variety of good quality play materials and resources. Activities and resources promote inclusivity, as well as independence. Children enjoy a good range of practical learning opportunities, such as looking at cultural differences when celebrating festivals, therefore promoting positive attitudes towards differences.

The childminder recognises the importance of having a system in place to ensure there is continuous improvement and makes plans to ensure better outcomes for children. Parents are kept up-to-date through daily discussions and they have access to a good range of written information such as policies and procedures. However, they are not provided with information about the complaints policy and procedures should they be concerned about the care that is being provided. This is a breach of requirements. The childminder is aware of the need to build effective partnerships with other providers where children attend more than one setting. This does not apply to any of the children who are currently on roll.

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

Children are happy and enjoy a wide range and variety of attractively presented activities, promoting independent learning. The programme of activities is well balanced, effectively meeting the needs and wishes of children attending. Arrangements are in place to observe and assess each child's achievements, interests and learning styles, so that individual learning needs are being addressed. Planning is taking account of the six areas of learning, so children's enjoyment and potential to achieve is good. Children's learning journeys include samples of their drawing, colouring and writing, together with observations from their starting points. However, these do not include contributions from parents to enable them to be fully involved in their children's learning and development.

Children have lots of choice including indoor and outdoor play, and visits to the local community. They settle quickly to the environment as settling procedures include lots of time to share information with parents and parents have time to spend at the setting. They play well in a relaxed, family orientated atmosphere. They are keen to snuggle up with books to share and take part in role play activities and enjoy making puzzles. They know where everything is and happily help themselves to their favourite things.

Children have opportunities to adopt good personal hygiene habits through hand-washing routines. Children are very active and understand the benefits of physical

activity, with good support and reinforcement from the provider. They have good manners and social skills. Children feel safe and emotionally secure in the setting, because adults establish close relationships with them, enabling children to feel settled and comfortable to explore the environment. This enables them to play happily and cooperatively with each other, feel included and supported in all the activities. This is enables children to enjoy their time in the setting, achieve well and develop skills for future learning.

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

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| 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

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| 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 | 3 |
| 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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| 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

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| 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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- provide a written statement of procedures to be followed in relation to complaints which relate to the requirements of Childcare Register and which a parent makes in writing or by e-mail (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 06/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Procedures for dealing with complaints) 06/12/2011