

Inspection report for early years provision

Unique reference number	EY429167
Inspection date	13/12/2011
Inspector	Rebecca Hurst

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 registered in 2011. She lives with her husband and two children aged 11 and 8 years old. The family live in a four bedroom house in Orpington, in the London borough of Bromley. The whole of the house will be used for childminding and a designated room for childminding is upstairs. 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; of these, three can be in the early years age group, and of these, one may be under one year old. There are currently two children on roll; of these, one is in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled because the childminder creates a stimulating, safe and secure environment. Children are valued and supported to make the most of their abilities, making good progress. The childminder has started to evaluate her provision, although currently not everyone is involved in this process. She seeks to improve the learning opportunities provided, working towards the best possible outcomes for children. Documentation is generally maintained. The childminder provides an inclusive provision. As a result, the childminder has a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- Develop systems to regularly evaluate the responses to different children by planning time to reflect with parents on children's progress and development
- carry out risk assessments for all outings.

The effectiveness of leadership and management of the early years provision

Children are safeguarded whilst in the care of the childminder through her good understanding of child protection. Risk assessments are in place to enable the children to play in a safe environment. However, currently there are missed opportunities to fully enhance the children's safety and well-being, as risk assessments are not carried out for all outings. Safety gates are in place to stop

the children accessing areas which are unsafe to go without an adult present. The childminder has a fire evacuation plan in place to teach the older children to understand what to do in an emergency.

Resources are well placed to allow the children to have direct access to them, enhancing their independence skills. Children enjoy self selecting the resources that are available to them. They have access to a good number of resources that reflect diversity. Children are starting to carry out activities to teach them about different festivals from around the world. These are carried out at an age-appropriate level. The childminder continues to develop her knowledge of childcare and how to improve the children's learning and development, through regular training opportunities, such as child protection.

The childminder has just started to evaluate her provision. She is able to clearly highlight areas she is currently working on and what areas are her key strengths. Currently, parents are not involved with this process, so as a result, the setting is currently not fully responsive to all of its users.

The childminder works successfully with the parents to ensure there is continuity of care for the children. There is a good level of communication between the parents and the childminder. The childminder and parents record messages for one another in here and the diaries also include information about children's activities, accompanied by photographs of the children at play. The childminder makes sure that parents are kept well informed about their children's ongoing developmental progress. Daily verbal and written feedback is given through a contact book and through regular text messages and phone calls. At present, children do not attend other settings, but the childminder is fully aware of her role and responsibilities in relation to information sharing to bring about the best possible outcomes for children.

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

Children have a good sense of belonging and they are very settled and happy in the childminder's care. Children's self esteem and confidence levels are greatly nurtured and boosted by the strong relationships they have built with the childminder. They like to snuggle up with the childminder and gain reassurance from her. She sits and reads stories with the children which aids their learning and understanding of language and to develop their skills for the future. Close supervision enhances the safety of the children and allows them to feel safe whilst in the care of the childminder.

Good hygiene procedures ensure the children are protected from cross infection and contamination. Freshly prepared and nutritious meals ensure the children are thriving in the care of the childminder. The childminder works very well with the parents to provide the correct meals for the children. Children have daily opportunities to enhance their physical well-being through well thought out activities, both in the home, and in local play groups the children attend. The

childminder takes time to talk to the children about their behaviour; given their ages and stages of development, they are well behaved.

The childminder carries out good observations on the children in her care. These are fed into the planning of activities that enhance the children's learning and development. Observations are shared daily through the use of the daily contact book, and the childminder works closely with the parents to work on different areas of learning with the children. As a result, children are making good progress from when they first started with the childminder.

Resources are well used to support and extend children's learning. The childminder is skilled in making sure the activities promote children's development in all six areas of learning and offer sufficient challenge to them and help them to gain skills for the future. Children's learning is further enhanced through the good use of local play groups. Children also benefit from going to song and rhyme sessions with the childminder.

Children sitting with the childminder and playing in ball pool. The children show great excitement in their play and show good skills in throwing the balls out. Children snuggle up with the childminder whilst playing. They enjoy pushing the buttons to produce different sounds in the books and other resources. The children enjoy enhancing their physical skills through being able to crawl and practise their walking skills. Well placed baby walkers aid the children's walking.

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	3
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

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