

Inspection report for early years provision

Unique reference number	402656
Inspection date	15/12/2011
Inspector	Jill Steer

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 2001. She lives with her husband and children aged 15 and 10 years in Orpington, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, with the exception of the bedrooms. She has two pet cats.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends several local groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes all aspects of children's care, welfare and development. They are cared for in a warm, friendly home environment where their individual learning needs are mostly well met. She demonstrates a developing capacity to improve her practice through attending training, identified by some reflection on her practice. Partnerships with parents have been effectively established to provide a two-way exchange of information to support each child.

What steps need to be taken to improve provision further?

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

- develop further the use of ongoing observational assessments of each child's achievements and interests and use them to plan relevant and motivating learning experiences that meet children's individual needs
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children

The effectiveness of leadership and management of the early years provision

The childminder is clear about her responsibility to safeguard children and is aware of signs that a child may be at risk of harm. She attends courses to update her knowledge of the latest procedures to follow should she ever have any concerns

about a child in her care. Risk assessments are completed for the home, garden and places they visit to identify and address any possible hazards and make sure they are safe for the children. The childminder refers to the Early Years Foundation Stage guidance to monitor the children's progress and to plan for the next steps in their development. She has a good understanding of how children learn and provides a stimulating environment where children can play and learn safely. However she has not developed effective systems to evaluate her own her key strengths and securely identify areas for continuous improvement.

Information is exchanged between the childminder and the parents on a daily basis through discussion and a daily contact book forming a good partnership in which children can feel safe and trusting. Children are valued as individuals and treated as such. The childminder ensures she is fully aware of their individual needs and works with their parents and others to provide any additional support children may need. Although there are currently no children on roll who attend other early years provision, the childminder understands the importance of good communication. The childminder's home is organised so the children have sufficient space to enjoy a range of activities and where they can access the toys and facilities independently. Many resources provide positive images of cultural diversity and disability helping children to recognise and respect differences. Children make choices about what they play with from the storage boxes on the floor. Children appear happy and settled, demonstrating they feel safe in the childminder's care.

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

Children benefit from the close supervision and guidance of the childminder both at home and the many places they visit together. She is attentive and participates in their play, supervising and encouraging them to explore the resources. For example, she helps them construct an interesting shaped track for the trains to ride on. Children select some pieces such as a bridge and the childminder asks them where they want to put them, encouraging them to think about which piece they need next so it will join up.

Visits to local groups and meeting up with other childminders allows children to have greater opportunities to socialise with other children and experience a wider range of activities. Children's progress is observed and recorded by the childminder and the information is used for future planning to ensure all children make good developmental progress. However, although children enjoy their play, planning is not always based on children's specific interests to more fully motivate and encourage their individual learning. A good balance of adult-led and child-initiated activities are provided and many are devised as a result of children's own interests. A suitable selection of resources and activities are available for children of all ages and abilities. They are attractively displayed so children can make choices about what they do and a greater selection is available which are regularly rotated to maintain their interest.

The many outdoor activities enable children to be active and develop their enjoyment of fresh air and leading a healthy lifestyle. They are encouraged to eat fresh fruit and vegetables and learn about nutrition and making good food choices. Routine procedures help children develop good personal hygiene habits as they wash their hands after using the toilet and before eating. Children find out about the world around them both locally and globally during their outings and activities which include celebrating a range of festivals. They play with programmable toys which introduce them to modern technology develop their skills for the future.

Children behave well and the childminder sets a good example for them to copy by treating them respectfully and showing interest in what they do. She praises and acknowledges their achievements which develops their self-esteem and they listen attentively to her when she explains how to keep safe. Children know not to open the front door or jump on the furniture so begin to learn about keeping themselves and others safe.

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	3

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	3
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	3
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