

Inspection report for early years provision

Unique reference number	136999
Inspection date	31/01/2012
Inspector	Claire Douglas
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 1997. She lives with her husband and two adult sons in a residential area of Orpington, in the London Borough of Bromley. The setting is close to shops, parks, schools and local transport links. The main area of the property used for childminding purposes is the ground floor, with upstairs used for toileting. The setting is accessed via a slope up to the front door. There is an enclosed garden for outdoor play. The family has two pet dogs and two cats.

The childminder is registered to care for a maximum of six children under eight years at any one time; no more than three of these 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. The childminder is registered by Ofsted on the voluntary and compulsory parts of the Childcare Register.

Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The childminder has formed links with other early years settings, such as a local toddler group and childminders. She is a member of the National Childminding Association. The setting receives support from the local authority through an early years development worker.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes most aspects of children's welfare and development. Children are safe and well cared for in her warm, inclusive home and welcomed as part of the family. Good relationships with parents ensure that the childminder knows children well and provides the care and support they need. The childminder has begun to reflect on the service she provides, ensuring that priorities for development are identified and acted on, resulting in a provision that is responsive to the needs of the children she cares for and their families.

What steps need to be taken to improve provision further?

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

- develop the range of opportunities for children to begin learning about words and numbers from effective labelling throughout the environment.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of her responsibilities towards the children in her care, and effectively safeguards their welfare. She knows what steps to take if she has concerns about a child, and has completed child protection training. She keeps a well organised set of required records that promote children's health, safety and well-being. Effective risk assessments ensure that children are safe in the home and when out and about. Children are provided with access to a good variety of age-appropriate resources and play materials that support their play and learning.

The childminder works closely with parents. She has a thorough understanding of each child's backgrounds and needs, ensuring that equality and diversity is successfully promoted. Parents are warmly welcomed into the home and kept well informed of their child's progress through daily discussions, written feedback and photographs. Parent's comments show they are very happy with the service provided, for example, 'my child settled in quickly and absolutely adores the childminder. Her "sunny nature" and "happy to help" attitude is wonderful. She made my return to work a lot easier. The childminder clearly loves children.'

The childminder builds effective partnerships with other professionals where appropriate. For instance, when attending other settings, such as a toddler group and weekly liaisons with other childminders, along with working with the local authority early years department. She values local training opportunities and endeavours to attend relevant courses to assist in developing her knowledge and skills. The childminder has begun to evaluate her service. She takes account of the views of children, parents, carers and other agencies to help provide an additional focus for improvement. Previous actions taken to develop the service have lead to improved outcomes for children. For instance, the childminder has changed her routine to enable more time communicating on a one-to-one level. This provides children with wonderful opportunities to develop their communication, language and literacy skills, along with their self confidence and personal, social and emotional skills.

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

Children show a strong sense of belonging and security at the setting. They are familiar with the daily routine and expectations and are starting to demonstrate a clear understanding of how to keep themselves safe. They discuss daily why they need to walk along on the inside of the pavement sensibly when out and about, and they know that they need to pick the toys up off the floor so that they don't trip on them. Children take part in routine fire practices, thereby ensuring they know what to do in an emergency.

Children adopt good, simple hygiene routines when they wash their hands before

their snack or after a messy activity using the liquid soap and a clean towel that helps protect them from the risk of cross-infection. They make healthy choices as they are offered nutritional snacks of fruits daily, along with the lunches brought from home. Children enjoy physical exercise outside every day, as part of a healthy lifestyle, either from a walk to post a letter 'to mum', or when visiting the local park. Here, they practise physical skills, for example, making the swing move by swinging their legs at the right time.

Children develop warm relationships with the childminder. The childminder dedicates her time to ensuring the children are well occupied and enjoying their time, whilst encouraging learning and sharing through the games she plays with them. Their behaviour is good and they show an awareness of responsibility within the setting. They show increasing levels of independence as they select their own resources and play materials and enjoy suitable praise as they put them away before choosing something else. The childminder ensures that children are given the time and support they need to master skills for the future, such as practising dressing skills and learning how to feed themselves with a spoon

Children take part in a wide variety of activities and experiences, both in the home and through planned visits to places of interest and groups, such as the library and local toddler groups, which they love. Their development is supported across most areas of learning, and they are interested and motivated to learn. However, the range of opportunities for children to begin learning about words and numbers from effective labelling throughout the environment is limited. The childminder makes regular observations of their achievements and identifies the next steps for their learning in conjunction with the children's parents, linking individual targets for children to the activity planning.

Children are keen to communicate and are beginning to use language well to start conversations and express their ideas. They listen attentively to stories and enjoy reading books, both on their own and together with the childminder. Children use their problem solving skills to work out how they will get the square puzzle piece into the inset. They explore the natural world when they plant a selection of sunflowers and carrots in the garden, sharing the nurturing of the vegetables and watching them grow, before cooking them for lunch. The childminder makes the most of diversity to help children understand the world they live in, as open discussions about what they can see are continuous when they are out in the community. The childminder helps them to learn to value different cultures and beliefs, when they take time to share library books that they have chosen as part of their weekly routine.

Children are beginning to use their imaginations as they play and particularly enjoy the play food and kitchen set up. They enjoy adult-led craft activities, such as hand printing to make cards, and use pencils, crayons and paints freely to design according to their own ideas. Children benefit from a well-balanced daily routine; they are occupied and stimulated throughout the day. They thoroughly enjoy their time with the childminder.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----