

Inspection report for early years provision

Unique reference number	EY402624
Inspection date	31/01/2012
Inspector	Marcia Robinson
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 2010. She lives with her husband and their two children, who are both in the early years age group. The family live in Mottingham in the London Borough of Bromley, close to shops, parks and schools. The ground floor and one bedroom on the first floor are used for childminding purposes. There is an enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children at any one time, of whom two may be in the early years age group. She is currently minding two children in this age group and also offers care to children aged over five years. The childminder collects children from local schools. She is a Bromley Network Childminder and member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the needs of all children are met effectively as the childminder organises a well-balanced range of interesting activities that promote all areas of learning. This is due to her clear understanding of the children's individual learning needs and the good systems in place to track children's progress. Engagement with parents is good overall and partnerships with others and all who work with the children, have been successfully established. Overall, children are kept safe at the setting. The childminder implements a good range of policies and procedures which generally supports the management of her service, despite a breach in the requirements relating to the risk assessments for the home. The childminder shows a strong capacity to maintain continuous improvement. For instance, she has recently started to make use of self-evaluation in order to identify strengths and areas for development.

What steps need to be taken to improve provision further?

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

- ensure that the record of risk assessment identifies all aspects of the environment that need to be checked on a regular basis, with particular regard to the temperature of the radiators that are accessible to children (Safeguarding and promoting children's welfare)
- 17/02/2012

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

- establish further the systems for parents and carers to contribute to children's records of development, including obtaining a record of the children's starting points

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded overall. All the required checks have been carried out on the childminder and the other household member. She has attended safeguarding training and keeps relevant documents easily accessible. This ensures that she is able to take prompt action if she has any concerns regarding children's welfare. In addition, she keeps a safeguarding folder containing all relevant information; this is shared with parents as a useful reference tool. Overall, the childminder shows high regard to promoting children's safety. Risk assessments for travelling outdoors have been updated to include each individual outing and those relating to the premises are mostly effective. The childminder complements these by conducting daily visual checks on her premises, but she has not fully identified the risks in relation to the high temperature of the radiators, which is a breach of a welfare requirement. The deployment of resources is good through the childminder's effective use of space, time and resources. This is exemplified by the childminder who organises her provision well so that children benefit from a broad range of activities and outings that promote all areas of learning successfully.

The childminder works closely with parents to make sure she has a thorough understanding of each child's background and needs, promoting equality and diversity well overall. Whilst the majority of the information is obtained about the children, this does not extend fully to the information about the starting points in children's development to maximise tracking of children's progress and initial planning. Nonetheless, the childminder helps children learn about diversity through her well planned activities relating to different cultures and beliefs. Furthermore, the good range of toys and resources provided are beginning to reflect the individual backgrounds of the children attending. This helps children develop a positive attitude about themselves and others. The childminder is very motivated about her continual development and learning. She is enthusiastic about her role as a childminder and in supporting children's development within a homely environment. She has undertaken a number of short training courses and continues to identify areas where her knowledge could be enhanced through further training. This demonstrates her strong commitment to continuing improvement. The childminder has built good relationships with parents. They receive a comprehensive range of information through the policies and procedures available, in a folder and training certificates are displayed on the wall. Parents are kept well informed about their child's day and the provision itself through a monthly newsletter, daily contact book, verbal discussions and progress reports. In addition, although the childminder regularly shares children's developmental profiles with parents, they are not yet fully involved in the process for contributing to their children's learning and development records. The childminder however, makes use of feedback from children and parents as well as links with her network co-ordinator to monitor and evaluate her provision. She strives to continually

develop the service, and actions taken are well chosen to improve outcomes for children. For instance, she updates documentation and is planning to have guards fitted to the radiators to further promote safety within the home. Partnerships with others are managed well, as the childminder is currently experienced with supporting the needs of children with special educational needs and/or disabilities. She demonstrates a positive attitude towards inclusion and works closely between other early years practitioners and parents to ensure any support or services needed are available at an early stage.

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

The childminder has a good understanding of how young children learn and develop. She creates both a welcoming and stimulating play environment for the babies and children she cares for. For example, the childminder displays an electronic photo frame so that children and parents can enjoy looking at the photos of them engaged in activities and outings, promoting children's sense of belonging. Children enjoy being together and they play well alongside each other. The childminder praises children frequently to encourage positive behaviour. She offers warmth and security along with consistent and familiar routines, which enables her to effectively manage a range of children's different behaviour. Children are happy, settled and very interested in the good range of activities and experiences that are provided by the childminder in the home or out on their trips in the local community. She makes good use of local facilities and venues to promote children's learning. For example, she is an active member of the local Children's Centre where she attends with children on a regular basis. This enables them to participate in a broader range of activities, outings and socialise with other children. The childminder knows the children well. Her regular observations and assessments of the children, clearly shows their learning and enjoyment at play. These are supported by photos, which are clearly linked to the areas of learning and their next steps in development are followed through to good quality planning. For example, outings to Swanley Park to explore nature and ride on the trains is regularly planned. This is because several children show a keen interest in 'Thomas the Tank engine', and notes show that the childminder exploits these visits to extend children's learning across a number of areas. Displays and photos of the children show they enjoy their experiences at the setting. They have good opportunities to enjoy, achieve and develop their skills for the future. For instance, babies freely explore their environment and enjoy using a range of man-made items, with some natural items that the childminder is beginning to create into treasure baskets for them. Children enjoy being creative while using a range of art, craft and drawing materials, enabling them to develop their free creative expression. They are developing a keen interest in books as they choose from a wide range which are accessible to children in the home. The daily routine also incorporates singing and story time sessions, enhancing children's communication and language skills. Children are developing a good understanding of shape, size and numbers. For instance, babies hear the childminder count, name shapes, and use descriptive language for position and size, during play. Other occasions, exist where older children confidently count to 20 or more during practical everyday

activities. Babies show curiosity and are enthusiastic to experience simple technology as they enjoy making cause and effect toys work or make noises. Older children use a variety of Information and Communication Technology resources, such as a selection of electronic toys. At other times, the childminder is available to assist and support the children when needed as they confidently enjoy using the computer to play age-appropriate games. Taken together, these experiences help children to develop the skills that they need for their future learning.

Children are welcomed into well-organised, clean and well-kept premises where they have sufficient space to play. Babies show a good sense of belonging as they like to gain reassurance from the childminder or snuggle up to her when they are tired. They confidently move around the areas used for childminding and explore from the good quality toys and equipment that are suitable for the ages and abilities of the children attending. Babies are beginning to learn important skills about keeping themselves safe, especially as they play indoors. For instance, the childminder offers them gentle reminders about not standing on chairs in case they fall. They also take part in fire drills so that everyone can act quickly in an emergency and they learn about road safety while outdoors. Here, older children remember to use the green cross code when crossing the road, which enables them to take responsibility for their own safety. Children enjoy a range of activities that contribute to their good health. For example, they go on regular visits to the local soft play centre and play outside in the garden or at the local park, every day as part of a healthy lifestyle. Children are actively involved in healthy eating activities and they benefit from freshly prepared and nutritious meals and snacks, which ensures the children are thriving in the care of the childminder. This is supported by the childminder who takes careful precautions when she changes nappies. In addition to, the children who know why it is important to wash their hands before eating to prevent germs from spreading. These experiences, positively promote children's welfare.

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	3
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	3
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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