

Inspection report for early years provision

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Inspection date	26/03/2012
Inspector	Beryl Witheridge
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 1986. She lives with her husband and adult son in Orpington, London Borough of Bromley. The whole 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 to care for a maximum of six children at any one time of whom three may be in the early years age group. She is currently minding four children part time of whom one is in the early years age group. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks/drives to local schools to take and collect children. The childminder attends the local parent/toddler and childminding group. The family has a tortoise and three cats. The childminder can support children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively promotes the unique welfare and learning needs of each child. Children's safety and well-being are fostered. Overall children are making good progress in their learning and development. The partnership with children's parents contributes well towards supporting their needs. The childminder's capacity for maintaining continuous improvement is good. She identifies strengths of the provision and is clear about the weaknesses that she wants to address to promote effective outcomes for the children.

What steps need to be taken to improve provision further?

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

- offer a range of puzzles with large pieces and knobs or handles to support success in fitting shapes into spaces.

The effectiveness of leadership and management of the early years provision

The childminder knows and understands her responsibility towards safeguarding the children in her care. The childminder is clear about signs and symptoms that would give her concerns. She knows who to contact with her concerns. She has a written safeguarding policy and supporting documentation, which she shares and discusses with the parents. She maintains direct supervision of the children at all times. She has a comprehensive range of risk assessments and carries out visual daily checks on anything a child may come into contact with. This helps to

maintain children's safety and security. A register accurately records the arrival and collection times of the children. The required records and documentation are available to provide all the necessary information for the ongoing support of individual children. Accident and medication records are clearly maintained.

Resources are freely accessible for all children in the lounge. The childminder rotates the boxes of toys to give children access to different resources. They are also able to make independent decisions about what they would like to play with. Toys and equipment are age appropriate for the children but resources such as puzzles, for problem solving, are not always available for the younger children. The childminder checks them as part of the ongoing risk assessment to ensure they are clean, safe, and suitable for the children.

The childminder is active and creative in her promotion of the inclusion of all children. The childminder provides activities and experiences to encourage children's interest in festivals such as Christmas, Easter, Diwali, Summer Solstice, Mother and Father's day. She provides resources that are positive images for the children to relate to. Children learn about others in society and are able to discuss their similarities and differences. Equality and diversity are valued. The childminder uses sign language with the children and even the youngest confidently uses it during conversations. These experiences help children to build self-confidence and develop positive relationships for the future. Children gain knowledge of their community and the wider world. They look at the nature on their doorstep, the fox and squirrels that come into the garden, the ducks that fly overhead. They discuss the weather, talking about the sunshine, or the moon that comes out at night.

The childminder self-evaluates and uses reflective practice to identify the strengths and weaknesses in her setting. She is aware of the need to keep her written policies up to date and to ensure parents have the latest versions. She is proactive in the continuous improvement of the service she gives; ensuring her paediatric first aid training remains current and being aware of the upcoming changes to the Early Years Foundation Stage. She regularly meets with other childminders when they discuss training, relevant issues and compare new ideas and best practice.

Children attending do not attend any other settings using the Early Years Foundation Stage. The childminder is aware of the importance of establishing links once to children do attend to provide consistency. The childminder is working in close partnership with parents. She speaks to the parents daily to discuss the activities and events children have been involved in, providing continuity of care. She carries out observations of the children and identifies areas where they need to move forward. Parents are very appreciative of the childminder and the care and learning she provides for their children.

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

The childminder provides children with interesting and exciting activities to extend their learning and development. She observes the children, identifies the areas of learning where they need more support, then plans activities to support their development. Her planning of activities is clearly linked to each child's next steps. Children enjoy a range of age appropriate activities and the childminder is very skilled at extending their play. She asks open questions and encourages children to think for themselves. The access to the toys, equipment and resources encourages children to become independent. They are able to make choices and decisions about what they want to play with; as well as taking part in planned and organised activities.

The childminder extends children's learning through open-ended questions, helping them to develop their language and understanding. Children are happy and involved in their play. They show good use of simple computers and programmable toys which help to develop their future skills. Books are all freely accessible enabling them to develop their love of the written word and develop their pre-reading skills. Children love to sit on the childminder's lap, snuggle in and share their favourite books.

The childminder considers and promotes children's welfare and safety. An emergency evacuation procedure is in place; it is discussed and practised with the children, this helps them to understand the importance of keeping safe. They know road safety rules and understand the reason for boundaries in open spaces. Outdoor play, regular daily walks, trips to local parks and places of local interest promote their physical development and their interest in the local environment.

Children are learning about the importance of personal hygiene routines. They know when and why to wash their hands such as before having their lunch. The childminder follows good hygiene routines and is a good role model to the children. Parents provide the food for their children but the childminder is aware of individual dietary requirements to ensure their needs are met. Children have taken an interest in growing, nurturing and picking their own vegetables and fruit. This encourages the children to make healthy decisions about their food.

The positive reinforcement of children's achievements through praise and encouragement helps children to feel good about themselves and their abilities. Children learn to respect and care for each other; this is reflected in the high standard of their behaviour. The childminder is an excellent role model and leads by example. The relationship between the children and the childminder is one of closeness and respect. The children enjoy the time and experience they have while in her care and the way they respond to her totally reflects this. Children eagerly approach her for cuddles and reassurance. She responds to them with care and affection.

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