

## Inspection report for early years provision

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<b>Unique reference number</b>	EY435671
<b>Inspection date</b>	14/05/2012
<b>Inspector</b>	Denys Rasmussen
<b>Type of setting</b>	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 2011. She lives with her husband and young child in Beckenham, within the London Borough of Bromley. The whole of the home is registered for childminding and there is an 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 up to five children under eight years at any one time, two of whom can be in the early years age group. When working with an assistant she may care for no more than five children under eight years, of whom not more than five may be in the early years age group. Currently, there are six children on roll, all in the early years age group.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The caring and organised childminder has fostered effective relationships with parents, successfully creating a welcoming, relaxed and inclusive environment. Generally, resources support children's learning and development well. The childminder's capacity for sustained improvement is good, due to her commitment to ongoing training and effectively reflecting on her service. The children's individual needs are understood, enabling their welfare, learning and development needs to be met successfully. Overall, systems to manage children's safety work very well. Children benefit from the close working relationship the childminder has with her assistant. This enables the childminder to provide consistent and individually tailored care and learning.

## **What steps need to be taken to improve provision further?**

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

- provide more positive images that challenge children's thinking and help them to embrace differences, particularly in relation to special educational needs and/or disabilities
- practise regular evacuation drills and record the details in a fire log book of any problems encountered and how they were resolved

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is effectively safeguarded. The childminder has an

understanding of her responsibility towards the children in her care and knows what steps to take if she has concerns about a child. The childminder carries out regular risk assessments of her home, garden and outings. She has removed anything that is an obvious danger and put measures in place to protect children from accidental injury, such as installing safety film on the glass door. This, along with close supervision, enables the children to play safely. Good fire safety equipment is in place. However, the childminder does not as yet practise fire evacuation with the children. The childminder maintains all required documentation well. The childminder evaluates her service through reflection, observations and discussion with parents and other childminders. She has identified areas for improvement. For example, she placed a soft surface on the floor to minimise accidental injury because the children are learning to walk. The childminder has updated her knowledge by attending relevant training and she has extended the range of equipment and resources to meet the children's changing needs. This demonstrates her capacity to build further upon her existing good practice.

The childminder works closely with parents to ensure she has sufficient information about children's backgrounds and needs. This means children's specific needs are understood and planned for. She acknowledges each child as an individual and treats everyone with equal care and consideration. This results in children being confident and self-assured. The childminder is careful not to gender stereotype activities and encourages all the children to participate in all that is offered. There is some positive imagery within her good quality play resources that challenge children's thinking and help them to embrace differences. However, positive images to help them develop their understanding of special educational needs and/or disabilities are not so readily available.

The childminder forges strong relationships with parents. She informs them about all aspects of the care she provides and gathers clear information about children's individual needs and preferences when they first attend. A written diary supplements informal daily discussions, which help to ensure parents are included in their child's day and know how they spend their time. The childminder uses email and sends photographs to parents to update them with their child's daily experiences. The children attending do not attend any other setting; however, the childminder is fully aware of working in partnership with other agencies or settings if children do attend. Parents are happy with the service provided. They comment that their child's 'overall happiness has improved' since attending and the childminder is 'approachable' and 'supportive'. They appreciate the 'fantastic home-from-home environment' where the children are involved in 'lots of activities'.

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

Children have suitable challenge and activities to support their interests because of the good quality organisation and planning. The childminder uses her observations of the children successfully to assess their development and to consider where

they need further support. Children learn about healthy lifestyles because fresh air and exercise is an important part of their daily routine. Snacks and meals are nutritious and freshly prepared, taking into account children's dietary needs. The childminder's sick child policy and her good hygiene routines reduce the risk of the spread of infection. Children's physical development is well supported and as a consequence children are extremely mobile and confident on their feet.

Children learn about the world around them when they feed the ducks and squirrels at the park and search for natural objects such as pinecones and sticks. They enjoy outings to playgroups where they socialise with other children and meet people in their local community when shopping. Their creativity is nurtured through daily music sessions, when they sing, dance, and experiment with instruments and blow bubbles. Children solve simple problems when they press the button to make the toy work and dance on the mat to make a tune. They enjoy climbing through the tunnel, hiding in the tent and posting bricks in the 'post box'. The children enjoy sitting close to the childminder while she reads them a story and the constant playful interaction supports children's communication skills well. They choose from the large selection of books and enthusiastically point out numbers and animals.

Children are happy to explore in the safe environment and have warm and close relationships with the childminder and her assistant. This, coupled with the good quality interaction, helps the children feel secure, develop a sense of belonging and behave well. The childminder supports the children to keep them safe, for example, by gently explaining why it is dangerous to climb in the toy box. The childminder teaches the children the importance of staying safe when outside. She helps them identify the crossings and how to press the button and wait for the green man. Well-organised routines support the children to be secure and confident and meet their individual needs, supporting their home routines. Children are flourishing in the nurturing and stimulating environment, developing the skills necessary for their future learning.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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