

Inspection report for early years provision

Unique reference number	EY376717
Inspection date	10/11/2008
Inspector	Laura Brewer
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in July 2008. She lives in a house within the SE25 postcode of London, with her husband and their two year old child. The whole of the ground floor of the premises is used for childminding and sleeping facilities are available in the upstairs second bedroom. There is a fully enclosed garden for outside play. The property is close to local schools, parks and transport services.

The childminder is registered to care for a maximum of five children at any one time, two of which may be in the early years age range. She is currently minding two children aged two years and 16 months. Both children attend on a part-time basis. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

The childminder is first aid qualified and attends local toddler groups and various parks. The family have one cat and rabbits.

Overall effectiveness of the early years provision

The childminder is successful in promoting all aspects of children's welfare, learning and development. She has a clear understanding of the children's individual needs, which ensures that they receive good support, are secure, and make consistent progress in her care. There is a strong working partnership with parents, which contributes to ensuring the needs of all children are well met. The childminder offers an inclusive service where each child is valued as an individual and she has used self-evaluation effectively to identify areas she would like to improve upon.

What steps need to be taken to improve provision further?

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

- introduce a formal system for completing risk assessments
- extend on the information gained from parents during the admission stage to include more specific details about children's individual developmental starting points.

The leadership and management of the early years provision

The childminder is well organised and has comprehensive record keeping systems so that children's individual needs and routines are known and provided for. Children are protected by the childminder's clear understanding of safeguarding issues and her knowledge of what she should do if she had concerns about a child. This has been supported by the childminder recently attending relevant safeguarding training.

Children benefit from the childminder's clear understanding of how to promote

their learning and development, and how to help children feel secure and confident in her care. The childminder demonstrates a strong commitment to wanting to improve her practice. She values parents' opinions and has developed parental questionnaires in order for them to provide their feedback. In addition to this, she has recently established using a self-evaluation system, which has enabled her to celebrate what she does well and to identify areas for future development.

Children's sense of security in the childminder's care is well fostered as she has built close partnerships with parents. New parents are helped to settle children gradually and to share their preferences for how their child is cared for. All parents have access to the childminder's informative policies and procedures so that they are clear about the service provided. The childminder obtains all the appropriate written consent from parents for different aspects of children's care to ensure their wishes are always respected. Parents are able to support their children's learning and enjoy finding out about their achievements through daily conversation with the childminder and looking at children's developmental records.

The quality and standards of the early years provision

Children are provided with good opportunities to help them make progress across all areas of learning. These are successfully matched to children's different interests and stages of development. A variety of resources are stored at a low level, thus enabling children to access toys of their choice to support their own play and learning. Children are inquisitive and enjoy experimenting as they play with the electronic duck game and mimic noises as the ducks move around the pond. The childminder ensures she introduces new ideas and concepts, for example, talking to children about the colour and size of objects whilst they are making snakes out of play-dough. Basic activity plans with clear learning intentions are used to ensure each of the early learning goals are planned for to support children's progress.

The homely environment is welcoming and stimulating. Equipment and toys are attractively presented to children to entice them to want to play and explore their surroundings. Children are confident and secure in their relationships with the childminder who knows them well individually. The childminder uses her observations of children to plan for their next stages of learning. She successfully offers an inclusive service where children's individual needs are well met. Children who are learning English as an additional language are well supported. For example, the childminder works closely with parents to ensure she has relevant key words in the child's home language in order to be able to offer them support and to assist with communication.

Children's interest in the natural world is fostered well through good use of the garden and regular outings to a range of parks. Children's social skills are also well supported as they have regular opportunities to attend a range of groups to mix with their peers. The childminder has started to record children's experiences and achievements and she uses these to plan for future developments in the children's learning. During the admission stage the childminder gains basic information from parents about children's routines and known words, however, limited information is gained about their developmental stages in order to demonstrate each child's

starting points.

The childminders provides a safe, secure environment for children to use. She ensures that on a daily basis she assesses her home for possible risks, and is intending on developing a formal system for recording risk assessments to enable safety to be monitored. She ensures that she regularly completes fire drills which helps the children to learn how to evacuate the premises quickly and safely.

The childminder has effective hygiene measures in place. Children learn the importance of keeping themselves healthy, for example, by brushing their teeth after meals. Children eat a range of nutritious meals and snacks in accordance with their individual dietary needs. Positive behaviour management techniques are used and children are frequently praised for their achievements. The childminder has a gentle rapport with children and they respond well to her affection and guidance.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.