

Inspection report for early years provision

Unique reference number	EY338321
Inspection date	21/11/2008
Inspector	Marcia Robinson
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 2006. She lives and is working as co-childminder with her mother in the area of Eltham in the borough of Greenwich. The ground floor areas of the home, which includes the through living/dining room and separate toilet, as well as an upstairs bathroom and one bedroom on the first floor are used for childminding purposes. A fully enclosed garden is available for outdoor play. The childminder is registered to care for a maximum of five children under eight years when working alone, and a maximum of six children aged under eight years, when working with another childminder. She currently has four children on roll, of whom three are in the early years age group. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. She also takes and collects children from the local school and cares for children aged over eight years. The childminder has completed a relevant training course and holds a current paediatric first aid certificate.

Overall effectiveness of the early years provision

The childminder provides effective childcare for children in the Early Years Foundation Stage (EYFS). The homely, well resourced environment and effective, but flexible, routines ensure children are actively engaged in worthwhile learning activities which take account of their individual needs. All of the required documentation to support children's safety and care are in place. The childminder has acted upon the recommendations made at the last inspection, which demonstrates her satisfactory capacity to make continuous improvements. She is beginning to think about ways of monitoring the service to support ongoing improvements.

What steps need to be taken to improve provision further?

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

- further develop knowledge of the Early Years Foundation Stage and the systems for evaluating the effectiveness of the provision so that improvements for children's care and education are better targeted
- continue to develop knowledge of the Early Years Foundation Stage guidance to continue to develop planning and to record children's starting points
- consider training to secure knowledge and understanding of equal opportunities issues

The leadership and management of the early years provision

In practice, the childminder basically looks at the service she provides. For instance, she has started by completing the self evaluation form for this inspection. She has also put her name forward for training in the Early Years Foundation Stage. Furthermore, she wants to further skills to enable children to take risks

within safe boundaries. However, there is no formal structure to the childminder's evaluation of her practice. Despite this, she has responded positively to the three recommendations raised at the previous inspection. As a result the fire blanket is appropriately fitted in the kitchen and parental consent is in place for seeking urgent medical advice and treatment. Consequently, children's health and safety is better protected. The childminder has not attended any recent training; however she further develops her general childcare knowledge through working as co-childminder with her mother who is studying for the NVQ level three. Therefore, they are regularly updating their knowledge and skills through childcare research. Children are appropriately protected as although the childminder has not attended any recent safeguarding training, she demonstrates a generally good understanding of child protection issues. She is well equipped with the appropriate procedures and contact numbers so she is fully aware of how to make a referral. Effectively implemented risk assessments are in place both for the premises and also when the children go on outings. This effectively reduces the risk of accidental injury.

The childminder has built good relationships with parents. She ensures they all see a file she has compiled with her policies and procedures, as well as their children's progress records. In addition, there is a notice board displaying a range of useful information for parents to view. Consequently, parents are well informed of the service she provides, before their children start to attend and throughout the placement. Information is shared everyday, both verbally and for some parents who wish, through a daily diary. Other information about the children's needs are gathered upon entry, this is yet to clearly include details from parents about starting points and further information about all children's cultural and language background, to further support children's learning and development. In addition, the childminder is gradually forming close links with other organisations providing the EYFS, such as local schools and nurseries, where the children attend, in order to further promote continuity of care. The childminder has developed some good systems which encourages parents to be involved in their child's learning. For instance, one child's interest in dinosaurs, encouraged the childminder to provide the parents with a leaflet about the Natural History Museum. As a result, the parent took their child on an outing to the museum.

The quality and standards of the early years provision

Children are making very good progress towards the early learning goals. The childminder, who has a good understanding of child development and a growing understanding of the Early Years Foundation Stage, provides a wide range of interesting and stimulating activities, to promote children's learning and development in all areas. The childminder follows children's interests and has started using observations of the children in their everyday play and activities to inform planning. Weekly plans show that each of the six areas of learning are being covered well, although the childminder shows she is receptive to differentiating activities according to the ages and abilities of the children to ensure all are more effectively included, particularly during story times. Children benefit however, from a flexible routine, including a balance of child-centred and adult-led activities. A variety of creative activities, including painting and children who

delight as they enjoy using their imagination by making cups of tea or using the play buggy to take the dolls for a walk, further promotes their self-expression whilst having fun. Children are confident communicators. They happily recall past events, such as 'my mummy took me to the Museum at the weekend' and through the childminder engaging in discussions, asking children lots of open ended questions and showing a creative flair as she captivates children's interest when reading their favourite books such as 'Chocolate Moose for Greedy Goose'. Even the youngest babies are supported as they confidently use Makaton signing to communicate their thoughts and wishes. Children have a growing understanding of the world that they live in through a variety of well planned activities. These include local visits to the library and shops as well as laminated picture cards that are used to hold discussions about the jobs people do, such as a 'Paramedic' or a 'Childminder'. This is complimented by the childminder who has organised a visit from a Dental Hygienist to visit the local playgroup which she runs, to give a practical discussion about dental care. Children are confident, happy and settled in the environment, because the childminder displays an enthusiastic and fun approach. Consequently, children show they are happy and secure.

Appetising meals, such as home made pizza with salad and plenty of fresh fruit and vegetables on the menu everyday, ensures the children receive the nourishment necessary for their growth and physical development. The childminder enables children to develop their independence in accordance with their age and stage of development. This includes encouraging babies to feed themselves at lunchtime and older children who enjoy helping to make their own sandwiches. Children flourish as they access good opportunities for physical play, both indoors and outdoors, using a range of equipment. These include younger children accessing baby walkers, push and pull along toys and older children using the trampoline in the garden. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being. The childminder has taken all necessary steps to ensure children are kept very safe. Examples of this are where she has all safety equipment in place, including a safety gate, fire blanket and electrical socket covers. Children's knowledge about personal safety is encouraged by gentle reminders for toddlers not to climb onto the adult chair by themselves as they might fall, road safety activities and regular fire drill practises. This positively contributes to children developing a sense of danger for how to keep themselves safe. Children's good behaviour is actively encouraged through positive role modelling, meaningful praise and valuing good behaviour. The childminder is sensitive to children and tailors the care and education she provides to meet their specific needs. Although, the childminder would benefit from updating her knowledge of equal opportunity issues, she gives children opportunities to develop an awareness of diversity and an understanding of themselves and needs of others. This is achieved through a range of activities and resources, which promote a positive outlook of the wider world.

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?	3
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

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

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 the last inspection.

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.