

Inspection report for early years provision

Unique reference number	EY257222
Inspection date	07/01/2009
Inspector	Jeannette Waring
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 lives with her husband and 10 year old son in a three bedroom house in Lee, on the Greenwich/Lewisham borders. Schools, pre-schools, local shops and Sutcliffe Park are all within walking distance. There is easy access to the house via a level front garden. Children have use of the ground floor of the house together with a first floor bathroom. There is also an enclosed back garden for outdoor play. The family have some tropical fish, housed in a covered tank, and a pet cat.

The childminder has been registered since 2003 and is included on the Early Years Register and both parts of the Childcare Register. She may care for a maximum of five children under the age of eight years at any one time, only three of whom may be in the early years age group. Currently she is caring for four children, two of whom are in the early years age group and all of whom attend on a part-time basis. The childminder is able to provide a collection and drop-off service for the following schools: St Winifred's, Lee Manor, Colfes and St Olaves Preparatory School.

The childminder holds a level two NVQ in childcare and has completed two years of an Open University degree in Childhood and Youth Studies. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children are making good progress in their learning and development. They are well cared for by the childminder who provides them with an interesting range of daily activities and outings which they enjoy. The childminder has a positive approach to issues of equality so children learn to respect themselves and each other, however, she is not fully confident of her ability to provide care for children with additional needs. Good partnerships with parents are in place, these are underpinned by clear written policies, and the use of daily contact books which ensure parents are informed about children's progress. The childminder ensures that she keeps up to date with changes to regulation and has begun to make use of the self-evaluation process.

What steps need to be taken to improve provision further?

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

- develop knowledge of current good practice relating to safeguarding children and ensure that safeguarding procedures are in line with those of the Local Safeguarding Children Board
- review risk assessments and make sure that all sharp implements and hazardous materials are safely stored and inaccessible to children
- develop knowledge and understanding of how to support children with disabilities and / or learning difficulties

- continue to develop the self-evaluation process so that areas identified for improvement are clearly targeted at making further improvements to outcomes for children

The leadership and management of the early years provision

The childminder provides all families with a warm welcome and she takes time to find out about each child's background. She helps children to feel good about themselves and teaches them to value and respect differences. The childminder's clear policies and procedures effectively underpin her work with children and their families. All required documentation is maintained to a high standard and daily contact books ensure that parents have good information about their child's day and their achievements. This helps to ensure that children have good continuity of care.

Children are kept safe and secure and the childminder has an effective child protection policy in place. She is aware of how to make a referral should she have any concerns about a child in her care, and ensures that children are protected from un-vetted people. However, she has not up-dated her safeguarding training recently and so does not have a full understanding of the Local Safeguarding Children Board's current procedures.

The childminder has acquainted herself with the requirements of the Early Years Foundation Stage and has begun to implement changes to her planning and assessment arrangements. For example, the introduction of a tracker book for each child allows her to monitor children's progress. She also uses this record to monitor how effective activities have been in helping children to make progress. She has made good use of self evaluation processes to highlight what she does well, although these do not always show the intended benefits for children.

The quality and standards of the early years provision

Children are settled and secure. The childminder is caring and responsive to children's needs and children relax and play happily with the range of toys which she sets out for them in the living room each day. Children are well behaved, polite and sociable and the childminder's positive behaviour management strategies support children as they begin to learn to control their feelings. The childminder demonstrates a good understanding of the individual needs of the children in her care and she supports them well. However, she does not currently feel confident to meet the needs of children with disabilities and/or learning difficulties because she has not attended relevant training.

The childminder carries out regular risk assessments and makes sure that the play space is safe for children. However, in the kitchen some hazardous materials are accessible to children. Good hygiene routines are in place and the childminder encourages children to understand the importance of good personal hygiene. For example, all children are provided with their own hand towel to prevent the risk of cross infection.

The childminder does not have a formal play plan in place for children but plans daily activities to promote children's learning and development based on her knowledge of children's current interests and abilities. She makes notes of children's achievements and records these in children's individual tracker books which she shares with parents. She spends time playing with the children to support and extend their play. She encourages young children's communication skills well by talking to them about their play, repeating key words clearly, and by introducing them to short action songs and rhymes. For example, during the visit a young child began to do the actions to 'Wind the bobbin up', the childminder noticed and began to sing the song, also doing the actions. She also plans activities which promote children's developing physical skills, for example by providing balls and other moving toys to encourage young children to become mobile.

Regular visits to local toddler groups and to other childminder's ensure that children have many opportunities for social interaction with other children, and outings to local parks provide opportunities for fresh air and exercise. During the summer children also benefit from play in the childminder's garden which is well equipped with a good range of large play apparatus.

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?	3
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 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.