

## Inspection report for early years provision

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<b>Unique reference number</b>	EY309474
<b>Inspection date</b>	11/05/2009
<b>Inspector</b>	Liz Corr
<b>Type of setting</b>	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 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 2005. She works jointly with her mother, both are registered to care for children at the same address in Camberwell in the London borough of Southwark. The childminder works from her mother's house, her younger sister also lives at the premises. Children have access to the whole of the ground floor, the landing on the first floor and the spare bedroom on the third floor. A fully enclosed garden is also available for outdoor play.

The childminder is registered to care for a maximum of five children under eight years at any one time. She is currently minding five children in the early years age group with her co-childminder. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children are happy and relaxed in the childminder's care as she gets to know the children and their parents well. A welcoming and inclusive environment has been created where children access a good range of resources and activities which help to promote their learning. The childminder has organised the setting to ensure children play safely and develop independence skills. Good systems are followed to evaluate and assess children's learning. The childminder has begun to evaluate her service in order to identify areas for improvement.

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

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

- continue to develop knowledge of the Early Years Foundation Stage guidance to record children's starting points and fully develop partnership working
- improve the safeguarding procedure by ensuring it contains details of what to do if an allegation is made against the childminder or her family
- continue to develop systems for self-evaluation and support to identify targets for further improvement

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

The childminder has a very organised approach and has updated her childcare knowledge to ensure she offers a good level of care to children. She works well in partnership with her co-childminder to promote children's welfare. The childminder demonstrates a positive approach to improving her provision. She has begun to develop systems to evaluate her practice and has identified some strengths of the setting but has yet to develop secure systems to identify areas for improvement. She holds an NVQ level 3 in care, learning and development and has recently

updated her first aid certificate and knowledge of the Early Years Foundation Stage (EYFS).

The childminder is well organised and documentation is used well to underpin the childminding service. Record keeping systems are readily available for inspection. All required documentation and permissions from parents are in place.

Children are well protected by the childminder's conscientious approach to safeguarding. She ensures that those having contact with children are suitable to do so and ensures a record is kept of any visitors to the setting and that children are well supervised in their presence. She has updated her knowledge of child protection and has a clear understanding of how to report any concerns. However, the child protection procedure does not contain details of how she would deal with allegations against her or members of her family.

The childminder establishes effective relationships with parents to ensure the individual needs of their children are well known to her. Details of children's individual routines are discussed in order to promote continuity of care. The childminder keeps parents well informed of how their child is progressing. Letters from parents state they are very satisfied with the service provided for their children.

## **The quality and standards of the early years provision**

Children enjoy being with the childminder and are increasing their confidence as they have regular opportunities to develop their independence skills. They happily make choices from the well resourced environment and are learning to share and take turns. They are praised for their positive behaviour which helps promote their self-esteem. They have fun as the childminder gets involved at their level while they play. During activities and free-play sessions the childminder observes their development and this helps her to support the children in their overall development. They benefit from a relaxed environment and as a result, they feel comfortable in approaching the childminder if they need help or assistance.

The childminder has an effective understanding of the EYFS. She has organised systems in partnership with her co-childminder to monitor children's progress towards the early learning goals. Samples of their work including creative activities and emerging writing are attractively presented in their individual folders. Systems to share their progress with parents are in place which helps to promote their involvement in their child's learning and keep them well informed. However, their developmental starting points are not clearly recorded at the beginning of their placement to help to identify their initial progress at the setting. Some children attend settings who also provide the EYFS. However, partnership working to promote continuity is not fully developed.

The childminder works well to support children's language and pre-reading skills. They confidently recognise letters from the alphabet in the environment and are praised for this. She supports their understanding as she encourages the children to repeat the sounds of the letters. Children are well supported during organised

story sessions as the childminder works along side her co-childminder to ensure they are enjoying and fully involved in the story sessions such as, the three little pigs, by sitting along side.

Children are learning to be independent as they easily access play equipment and make choices. Tidying-up is made enjoyable as the childminder chats to them about the toys they are tidying away, they talk about colours and help to count the toys. Younger children are also encouraged to help tidy away and their self-esteem is promoted as they are praised for their help in carrying smaller containers of toys to be stored away.

There is a strong emphasis from the childminder to promote an inclusive environment. Good information is sought from parents so the childminder gets to know the children and their families well. Information about their individual cultural background is known to the childminder and is valued at the setting as they take part in activities to celebrate this. They are learning about the wider world as they enjoy music and dancing from different countries including Turkey and Greece.

Children's health is promoted at the setting as they learn good hygiene practices. The childminder supports their independence when they wash their hands. They are able to access the sink using a small step and are provided with their own hand towels. This helps prevent the risk of cross-infection. The childminder has well organised systems to ensure children are provided with a balanced menu including a daily cooked meal and are provided with healthy snacks including fresh fruits. She works well with her co-childminder in ensuring the children are well supervised while she organises their mid-day meal.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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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