

Inspection report for early years provision

Unique reference number	EY330377
Inspection date	24/07/2009
Inspector	Tom Radcliffe
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 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 has been registered since April 2006. Childminding does not take place at her own home but at the address of her assistant who lives in a residential area in Thamesmead in the London borough of Greenwich. The childminder has three children of her own aged eight, seven and five years. The whole of the premises is used for childminding, with the exception of the main bedroom. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of seven children under eight at any one time when working with an assistant and four under eight when working alone. When working with an assistant she may care for no more than six children in the early years age group and when working alone she may care for no more than three children in this age group. She is currently minding five children in the early years age group all day and one child over five before and after school and during school holidays with the support of an assistant. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children and is a member of an approved childminding network.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder's knowledge of individual children enables her to effectively meet a range of their learning and development needs. Children play and learn in a safe and purposeful environment where they access interesting and appropriate activities. The childminder has a good partnership with parents which ensures that children's needs are understood and met. All children show signs of making good progress from starting points which are clearly understood by the childminder. A thoughtful use of self-evaluation by the childminder allows her to improve the service that she provides.

What steps need to be taken to improve provision further?

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

- continue to develop the tracking of children's learning and relate this to their progress towards early learning goals.

The leadership and management of the early years provision

The childminder makes available to users of her service all required policies and procedures. These are consistently implemented by the childminder and, where appropriate, her assistant which results in the setting being managed effectively, safely and in children's interests. Children are safeguarded as all adults within the setting are suitably vetted and the levels of supervision are always caring and good. All areas available to children are well managed to promote exploration and

independence. The childminder's good understanding of effective practice ensures that children play in a safe and secure environment which is thoroughly and regularly risk assessed. This includes when children play outside and when they undertake regular outings within the local community. Children's good health and well-being is promoted by the childminder as a result of her experience and understanding of how to deal with accidents and illness. In addition the childminder maintains high standards of hygiene throughout the setting and enables children to have an understanding of their own health and safety. Children show this as they talk about healthy eating, take exercise and spend time outdoors.

The childminder uses well focussed processes of self-evaluation to ensure that she improves her provision. This has been very important to the childminder as she has recently moved premises and was very keen to ensure that her standards were maintained and outcomes for children remained positive. She has achieved this well and is now looking more long term as she plans for future development and improvements. The childminder observes children carefully to ensure that she gains an accurate understanding their starting points, strengths, weaknesses and the progress that they make. In addition the childminder undertakes regular training herself and arranges it for her assistant so that they have a good understanding of how young children learn and of the Early Years Foundation Stage (EYFS). This ensures that children make progress in an environment where the childminder promotes inclusive practice with an emphasis on children's individuality.

The childminder has a good partnership with parents which have a positive impact on her level of provision. As a result the childminder has all important information available about each child and is able to provide parents with a range of information about the progress that children make. She provides written information for parents to gain an understanding about her service and responds actively to any feedback that parents provide.

The quality and standards of the early years provision

Children make good progress as they play in a child-centred setting. They have many useful opportunities to be independent as they select activities and resources and use all available spaces. The childminder supports children's independence in the way that she arranges resources and when she decides to intervene in child led play. Her timely interventions allow children to be self-reliant but she also exploits opportunities to enhance children's learning and understanding. Children are able to select activities as they thread shapes, access books and experiment with dough using cutters to think about shapes and numbers. In addition children readily work with the childminder as she provides them with activities to learn more about letters and numbers. The childminder's understanding of the EYFS and her flexible approach to planning ensures that children access activities that suit their individual development need and ages. As a result children are able to make progress in all areas of learning. Children's language development is given good attention as children take part in conversations, readily respond to questions and are interested in writing through the use of books, labels, mark making and role

play activities. In adult led activities children show an understanding of their own names and recognise letters and sounds. Children play in a setting that uses number and mathematical language through practical activities and daily experiences of problem solving or when they sing songs and nursery rhymes. The childminder takes great care to enhance the children's understanding of number in their own play, for example, when counting shapes cut from dough. Children are given a good understanding of their community through outings, role play and every day technology. They have many opportunities to enhance their creative and physical skills through the use of puzzles, messy play and outdoor play equipment. In addition children are able to access computers to support their learning. The children show very positive attitudes to each other and to the childminder. Conversations take place as children play and children ask for help when they feel that they require it. Their behaviour is good as they play together, share and take turns. The childminder uses very effective behaviour management strategies and is a very good example to children as she is patient, consistent in her approach and her activity plans are well thought out. All children are content and they settle well in the setting and they quickly become engaged in activities with or without adult support. The childminder is very effectively delivering the EYFS and her plans of what children will learn next together with her assessments on children's progress are good. However, the childminder intends to continue to develop the tracking of children's progress in relation to early learning goals. She will build on already good practice in order to gain a more complete picture of children's progress over time.

The welfare of all children is promoted very well by the childminder who consistently implements effective practice to ensure that children are safe, secure and safeguarded. Children are very happy, well supported as individuals and able to access appropriate learning experiences. Children achieve positive outcomes, make progress and are becoming confident learners. They are also able to make decisions and learn about themselves and their diverse community.

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

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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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