

Inspection report for early years provision

Unique reference number	109814
Inspection date	09/12/2009
Inspector	Angela Ramsey

Type of setting	Childminder
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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.

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Description of the childminding

The childminder has been a registered childminder since 1993. She lives with her adult son in a two bedroom house in the London borough of Greenwich, close to local shops and facilities and transport links. The whole of the premises is accessible with the exception of the back bedroom. There is also a fully enclosed garden available for outdoor play.

The childminder is registered to care for six children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. She is currently caring for six children in the early years age range who attend different sessions.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder holds an NVQ Level 2 and 3 qualification in childcare and education and is a Quality Assured Childminder.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children benefit from the childminder's excellent knowledge of their individual needs. The childminder provides a safe, welcoming and an inclusive environment where a range of rich, stimulating learning opportunities enhances children's overall development. The planning of activities ensures children make progress in their learning and development. The childminder has a proactive approach to making improvements and her processes of self-evaluation is effective in contributing to the service provided.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop links with other providers delivering the Early Years Foundation Stage (EYFS) to ensure progression and continuity of learning and care.

The effectiveness of leadership and management of the early years provision

Children's welfare is of paramount importance. The childminder safeguards children through her knowledge of safeguarding procedures and supervision. Both her and her assistant have been checked by the Criminal Record Bureau to ensure they are suitable to be in contact with children. The childminder has attended

training to ensure she is up to date with the latest information about the procedures to follow should she have concerns about a child in her care. Her safeguarding policy is also shared with parents so that they too are clear about the childminder's responsibilities.

Rigorous risk assessments are routinely conducted for all areas of the childminder's home and garden. Outings are also risk assessed to ensure hazards are minimised and children kept safe. The childminder has successfully completed a first aid course and has an appropriately stocked first aid kit. Therefore, any accidents can be dealt with effectively.

Since her last inspection, the childminder has continued to develop professionally. She has attended courses on safeguarding, food hygiene and the EYFS. Meticulous policies and procedures have been devised and are shared with parents providing them with information of her service.

Effective systems are in place for working in partnership with parents. Parents are kept abreast of their children's achievements and progress. Although steps have been taken to forge working relationships with nursery staff who also provide the EYFS framework, these links have not been fully developed to ensure progression and continuity of learning and care. Inclusive practice is promoted well to ensure that all children's welfare needs are met and all achieve as well as they can. Self-assessment of her service provides clear identification of targets for further improvement.

The quality and standards of the early years provision and outcomes for children

The childminder is motivated, engaged and thoroughly enjoys being with the children in her care. The daily routine is relaxed and provides opportunities for the children to enjoy experiences in the childminder's home, in the garden and on outings to under five groups. This enables children to make excellent progress towards the early learning goals. The childminder is highly attentive to children's individual needs and interests. Children flourish and become active learners due to the plentiful range of planned, purposeful play, both in and outdoors.

Numerous observations have been completed and provide information to enable the childminder to assess children's progress. Appropriate play and learning experiences based on children's interests and needs are then planned for children's next steps in learning. Photographs of the children engaged in activities and examples of their creative master pieces further serve to illustrate children's learning.

Children relish their time with the childminder as they actively engage in a range of exciting and well planned and presented activities to develop their curiosity, creativity and imagination. For example, children are confident communicators as they engage in role play. They love to dress up, get their 'babies' dressed, put their 'babies' in their buggies and set off for the supermarket. Their imagination is further enhanced as they plan lavish picnics in the play tent. Children develop a

healthy interest in books as they independently choose books from the bookshelf. The selection is varied and includes books that provide opportunities for children to learn about our wider society and about those from other cultural backgrounds. Opportunities for children to be creative are also provided. Children love to 'mark make' using crayons and felt pens. By using brushes and glue spatulas children are able to practise their small manipulative skills as they spread, glue and paint.

Babies and younger children become inquisitive and independent as they explore resources using their senses. Their coordination skills come into play as they use building blocks to build towers as well as knocking them down. Colourful activity centres which have buttons to press and flaps to open enable young children to activate sounds and movement. Visits to local under fives groups develop children's social skills as they meet with their peers. Playing outdoors in the childminder's garden and in the outdoor play space of childminding groups also enables children to practise their large motor skills as they can run, climb on apparatus and ride tricycles and scooters.

The preparing of healthy meals enables children to learn the importance of adopting healthy lifestyles. The childminder prepares healthy and nutritious meals and snacks which consist of copious amounts of fresh fruit and vegetables including sweet potatoes and tropical fruits.

Everyday experiences enable children to develop skills for the future. For example, before leaving the childminder's home children are encouraged to put on their own shoes, coats, hats and scarves. At meal and snack times children are given the opportunity to feed themselves. The childminder offers lots of praise and encouragement for children's achievements. Children learn the importance of being safe. The childminder practises her emergency evacuation procedures with the children so they know what to do should a real emergency occur.

Children behave well; the childminder has realistic expectations with regard to their behaviour. Her good use of praise and encouragement helps to build children's self-esteem. For example, children learn the benefits of sharing and taking turns. Children learn to be kind to each other by the childminder's good example and positive interaction. Her sound understanding of equality and diversity enables children to develop an awareness of their own and other cultures.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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