

Inspection report for early years provision

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| Unique reference number | EY258131 |
| Inspection date | 28/10/2009 |
| Inspector | Beverly Hallett |
| 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2003. She lives with her five children aged 15, 12, 10, six and two years in Plumstead, South East London. She is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder attends the local toddler and childminding groups and is a member of the National Childminding Association (NCMA). The whole of the ground floor of the home is used for childminding. There is a fully enclosed garden for outside play and a designated play room.

The childminder is registered to care for a maximum of four children at any one time of whom no more than two may be in the early years age range, when working alone. When with another childminder they may care for a total of eight children of whom no more than five may be in the early years age range. The childminder is currently minding three children all of whom attend part-time.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The needs of the children in the Early Years Foundation Stage are appropriately met. The childminder instinctively understands children's unique needs and supports their care and learning effectively in partnership with parents. The childminder also discusses some areas of the children's care and education with the other settings they attend. She is very committed towards improving her practice and has taken positive steps to achieve this, including improving her Safeguarding knowledge and improving the records kept to ensure the safety of the children in her care. Therefore she has a satisfactory capacity for maintaining ongoing improvement.

What steps need to be taken to improve provision further?

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

- increase the range of toys and resources available for children to access independently
- ensure all documents used to support the childminding provision are clear, completed accurately and contain original signatures
- develop observation and assessment systems to clearly track children's progress towards the early learning goals and to inform planning for children's next steps, based on observed needs and interests

The effectiveness of leadership and management of the early years provision

Clear policies and procedures and the childminder's good knowledge on child protection issues means that children are effectively safeguarded whilst in her care. Written guidance to follow in the event of any concerns is easily accessible and the childminder is clear about her role and responsibilities in this area of practice. The home is kept clean and tidy, and regular risk assessments are undertaken to check for potential hazards. This minimises the risk of accidental injury to children and enables them to explore and move around freely in a very child friendly environment. However, some documentation such as accident records do not clearly record parents signatures and this may put children's health at risk.

The childminder is committed to improving all aspects of her practice and has taken appropriate actions to meet the recommendations set at the last inspection. She shares information with other settings attended by the children in her care and talks to parents daily about their children's activities and progress whilst at the setting.

The childminder knows the children in her care well, and this supports their individual care. However, the range of activities available for children to access independently in the environment is limited. Others are available at adult height which the children can request, but this organisation of resources limits children's opportunities for active, independent learning. Subsequently children are not fully developing the skills and attitudes towards learning which will secure their future economic success.

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

Children are settled and happy within the childminding environment. The childminder provides a well organised environment which is decorated to make children feel welcome and at ease. Large murals cover children's play areas inside and out and this offers a stimulating as well as child friendly atmosphere. In particular the outside area is an interesting and exciting place for children to explore. It offers them nooks and crannies to hide in, and to engage in different types of play, thereby supporting their all round development. They use wheeled toys and large physical equipment outside with confidence, showing their skill in running, climbing and balancing. The childminder also takes out resources such as dough and paint and the children work very well together in a group, creating a long snake which covers the whole of a circular wall. As they work together, they share conversation and ideas, supporting their social and emotional development, their communication skills, and developing their problem solving skills.

Observational assessment is developing. The childminder keeps observational notes, and gathers information verbally from parents. The use of photographs helps to record children's engagement in activities although it is difficult to fully

track progress because the childminder does not clearly match the observations to the expectations of the early learning goals. She plans daily activities based on her knowledge of overall child development. However, this fails to take into account individual children's needs and interests so whilst children are happy to participate and gain some enjoyment and achievement from the activities, their individual needs are not being fully met.

Because the overall environment is safe, the childminder is able to have a relaxed attitude towards supervising the children and she allows them to play in the outside area with minimal adult interference. This means that children experience a sense of independence outside which they do not get from the adult led activities conducted inside. Outside they are happy to risk take, create their own imaginative games and follow their own interests. As a result they are much more focussed and engaged when outside and this develops their concentration levels.

Suitable hygiene practices are in place and children learn to wash their hands at the appropriate times. Children with infectious ailments do not attend and nappy changing facilities are kept clean with the resources such as the foam changing mat in good condition. These measures help to prevent cross-infection. The childminder is pro-active in seeking out information to protect children's good health. For example she has researched the risks to children from swine flu and has clear information to hand on the signs and symptoms.

Children's dietary requirements are respected. The childminder provides a good range of healthy meals and snacks which the children eat at a small table in the conservatory. These include fresh fruit, water to drink and main meals cooked from fresh ingredients. As a result children enjoy their meals and are developing healthy attitudes towards eating.

Children's behaviour is well-managed in a way that is appropriate to their age and stage of development. The childminder is a good role model who encourages good manners and spends much of her time praising and encouraging children. Children learn what is expected of them and behaviour management techniques promote children's confidence and sense of self-esteem within the childminding environment.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 3 |

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Annex B: the Childcare Register

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| 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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