

## Inspection report for early years provision

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<b>Unique reference number</b>	EY349134
<b>Inspection date</b>	06/11/2009
<b>Inspector</b>	Jeannette Waring
<b>Type of setting</b>	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 lives with her adult daughter, who works as her part-time assistant. They live in a two bedroom ground floor flat in Plumstead in the London Borough of Greenwich. The whole of the flat is used for childminding, except for the small front bedroom. The communal area to the front of the flats and the small garden at the rear, which has some public access, is used for outdoor play under supervision. The flat is located close to Plumstead Common, local shops, schools and pre-schools are also within walking distance.

The childminder who is of African origin speaks French as well as English. She is a member of the National Childminding Association. There are no pets.

The childminder has been registered since March 2007 and is included on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time and she is currently minding two children, one of whom is in the early years age group.

There were no children present on the day of inspection.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The childminder provides children with a warm, safe and welcoming environment. In discussion she demonstrates a good understanding of children's family backgrounds, cultures and language, and her child records and planning notes indicate that she helps children to value and respect each other and to make progress in their learning and development. The childminder has made good progress in addressing the actions set at the last inspection by working with the early years development team and attending a number of training sessions. This has enabled her to improve the quality of her service, in particular to her planning for children's learning. She has also begun to reflect on her day to day practice which enables her to identify and address areas where she would like to make further improvements.

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

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

- develop knowledge and understanding of the safeguarding procedures approved by the Local Safeguarding Children Board
- review risk assessment and ensure that sharp knives and other hazardous implements are safely stored and inaccessible to children in the kitchen and ensure that any hazardous materials are removed from the garden area located outside the kitchen

- ensure that the daily record of attendance details the exact hours of attendance for each child
- make sure that child observations are carefully assessed and used to highlight children's achievements and/or their need for further support so that planning can be targeted on their next steps in learning

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

The childminder carries out regular risk assessments to ensure children's safety and security and most hazards have been effectively minimised. Good procedures, such as regular fire drills, provide opportunities for children to learn how to stay safe. In order to keep children safe the childminder ensures that all adults in the household are vetted, and she has a suitable understanding of her responsibility to protect children from harm or neglect. However, she does not have a detailed understanding of the local safeguarding procedures. Clear child records and parental consent forms are in place and the childminder has a suitable understanding of the requirements relating to accident reporting and the administration of medication. A daily register is in place but this does not always detail the exact hours of attendance for each child.

The childminder ensures children have continuity of care by working closely with parents. She keeps parents informed about children's day with her and provides regular feedback relating to children's progress towards the early learning goals, including suggestions of how parents might extend learning at home. Discussion indicates that the childminder knows the children in her care well. She currently provides care for children who speak French and are learning English as an additional language and she is able to reinforce their first language while providing gentle support for the acquisition of English.

The childminder provides a well organised home environment for children. A suitable range of toys are accessibly stored in rooms used by the children. The bright and welcoming space in the kitchen-diner, where resources include a range of home corner play, provide a good space for children to play imaginatively with dolls, tea-sets, play-dough and dressing-up clothes. In the comfortable living room a range of puzzles, construction toys, shape sorters and craft materials are available as well as some child-size tables and chairs.

The childminder demonstrates a strong commitment to improving her practice. Since her last inspection she has attended a number of courses related to the Early Years Foundation Stage. This has enabled her to put in place an observation and planning system linked to the six areas of learning and her records indicate that she observes children at play and plans activities based on their current interests. She has begun to reflect on her own practice and to complete a self-evaluation form and this helps her to identify areas where she would like to improve her practice further. For example, she identified that she needed more information on the local safeguarding procedures and so has booked a place on a safeguarding course provided by the local authority.

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

The childminder ensures that over the course of a week activities are provided which support children's learning and development across the six areas of learning. Planning shows that children have opportunities for physical play in the communal areas and on trips to the nearby common and parks. Outings in the community help to broaden children's knowledge and understanding of the world. For example, as they go to the shops and local market or visit restaurants for lunch, children begin to learn about their local area. Activities such as counting games, puzzles and shape sorters are provided to help children to develop their mathematical understanding. The childminder's good support for children learning English as an additional language, along with the provision of books and drawing materials promotes children's communication, language and literacy. The good play provision for imaginative play together with the examples of children's art work demonstrate that children have opportunities to explore creative play. In discussion the childminder said that she supports children's self-care skills as they learn to dress themselves for outdoor play or take themselves to the toilet independently. The childminder's written observations and planning notes show that she has a clear awareness of children's current interests and targets activities towards these. However, information from the observations is not always used to plan for children's next steps.

Documentary evidence shows that the childminder helps children to develop a healthy lifestyle by ensuring that they have opportunities for physical exercise on regular outings. Her menu plans show that she offers children a range of healthy and nutritious meals and snacks including some traditional African dishes. In discussion she talked about her positive behaviour management techniques, and her simple positive house rules are designed to help children understand what is expected of them. Her documentation shows that children are learning to feel safe and be safe in their environment, for example, as they practise fire drills regularly. The childminder cares for children from a range of cultural backgrounds and she demonstrates a good understanding of these. She encourages children to feel proud of their backgrounds, for example, their individual folders display photos of them at play and on the front are flags representing their family's countries of origin as well as the British flag.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
The effectiveness of safeguarding	3
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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### Outcomes for children in the Early Years Foundation Stage

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

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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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