

Inspection report for early years provision

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Inspection date	30/11/2009
Inspector	Marcia Robinson
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 was registered in 2004. She lives with her husband and two children in a three bedroom town house in the London borough of Greenwich. Minded children have access to all areas of the home. Play mainly takes place in the lounge on the first floor. Children also use the kitchen/dining room for eating purposes, and her children's bedrooms for play and sleep. There are toilets and wash facilities available for minded children on the ground and second floor. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age group. She is currently minding two children in this age group and also offers care to children aged over five to 11 years old. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and welcoming environment for children and their parents. She respects the uniqueness of each child which is demonstrated through good partnerships with parents which further promotes positive outcomes for children. The childminder organises the provision effectively, promoting children's welfare and learning through comprehensive systems and procedures. The childminder shows good capacity for continual improvement, which is demonstrated within her ability to reflect on her practice and to instigate clear targets for improvement. The childminder attends relevant training, holds the National Nursery Nursing Certificate (NNEB) and has effective relationships with her early years coordinator.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment including all areas for safety (for instance, low level lock/bolts fitted to the toilet doors)
- further promote children's understanding of diversity through activities and experiences that encourage children to talk about, value and develop an understanding of their own and other cultures, religions and backgrounds

The effectiveness of leadership and management of the early years provision

The quality of leadership and management is strong. The childminder is a trained and experienced nursery nurse with an enthusiastic approach to early years education. Children's welfare in the event of child protection concerns is ensured

as the childminder is well informed and knowledgeable with regard to child protection issues. Their welfare is further assured as the childminder and other household members have had all suitable checks completed. Detailed risk assessments are in place but these have not been updated to ensure that risks to children in the bathroom areas are minimised. Nonetheless, this is combined with an up-to-date first aid certificate and consent to obtain emergency medical treatment. This ensures that the childminder is able to respond effectively to any accidents. It is evident that children make good progress through all areas of learning through the detailed planning, observation and assessment records available. Working policies and procedures are available to support the childminder and all documentation is in place as required. Parents are encouraged to become involved with their child's learning through daily discussion, daily diaries and well presented information regarding their child's progress. The childminder continues to update her knowledge and understanding of child care issues by attending courses relevant to the needs of the children she cares for; for instance, by attending additional training on the Early Years Foundation Stage. This ensures she remains informed of current child care practice and ensured that most aspects of her service are of a high quality, which meets legal requirements and the needs of children and their families.

Children's play opportunities are promoted by the effective organisation of space and resources. This includes providing an appropriate range of age appropriate activities for children to self-select from. Overall, the childminder demonstrates a positive attitude towards inclusion, equality and diversity. She works closely with parents to ensure that she is aware of and able to support children's individual needs; through completing child record forms. Children are learning about some aspects of diversity, such as about different family lifestyles, religions and disabilities through resources and activities that reflect different cultures and religions. However, further opportunities for children to develop an understanding of diversity, through planned experiences to encourage children them to value and develop an understanding of their own individual backgrounds, are not fully established. Parents are encouraged to become involved with their child's learning through daily discussion, daily diaries and well presented information regarding their child's progress. They receive copies of all relevant policies and procedures and the childminder provides regular updates to parents through verbal feedback, text messages and regular access to their children's learning journal. Consequently, they are well informed about the service she provides and are actively involved in their child's learning. Parents comment that they are very happy with the childminder; they appreciate the care and range of activities that their children participate in.

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

The childminder has attended training on the Early Years Foundation Stage, and demonstrates excellent good knowledge and understanding of the Early Years Foundation Stage. She plans a broad range of interesting activities and experiences for children, which support them to make excellent progress in their learning and development in relation to their capabilities and starting points.

Activities are tailored well to meet the individual needs of children. Their progress is monitored effectively through planning age appropriate activities and regular observations and assessments of children's achievements. This information is used successfully in planning to inform the next steps in children's learning. Children's behaviour is very good and consistent praise and encouragement from the childminder helps to develop children's self-esteem and confidence. They are encouraged to help clear away toys before leaving to go to nursery, making a positive contribution to the setting. They develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through some activities and resources which promote a positive outlook of the wider world. This includes celebrating a range of festivals, such as Diwali, where children made Divas which are displayed on the mantle piece in the childminder's home.

Children have access to a wide variety of age-appropriate resources from which to choose from. Activities are well planned and are based upon the childminder's knowledge of the children and of their personal interests. Children are able to work independently, especially at their self-chosen activities. They also enjoy very effective support from the childminder, as she is actively involved in their play and learning, helping them to think critically through open-ended questions and extending their understanding. For example, they have a great time making pictures with paint and they enjoy imaginative play. They use good resources when playing Fireman Sam, with a fire engine they made out of a cardboard box. They enjoyed painting it themselves and the range of dressing up costumes available ensured children were able to play imaginary Fireman Sam games, while discussing with the childminder how they have to go and put the fire out in the kitchen. Older children explore electronic equipment, such as laptops, listen to familiar songs and rhymes playing on the CD player in the background and cooperate with each other when playing imaginary games together. Children are inquisitive and inspired to explore the natural world as they enjoy hunting for bugs, and planting daffodils and runner beans in the garden. Children have very good opportunities to develop physical skills and enjoy activities in the fresh air when they play in the rear garden and go to local parks and playgrounds. Ample opportunities are provided for older children to use information and communication technology to support their learning. During creative activities children are provided with good opportunities to extend these early writing skills, through the childminder giving them the chance to write their own names on their drawings and paintings, whilst also encouraging the linking of sounds and letters in their names. The childminder has developed individual files for children, which include observations, combined with photographs of children's attainments across the six areas of learning, which are effectively evaluated and linked to the early learning goals.

Children benefit from playing in a spacious and welcoming environment, where their art work is attractively displayed along the kitchen walls so they develop a sense of belonging in the childminder's home. They are safeguarded well as the childminder's home is secure at all times. This is supplemented with effective procedures for adults collecting children. Their knowledge about personal safety is well promoted by gentle reminders from the childminder to pick up the toys so they do not trip, fire safety activities including regular fire drill practices and trips to the local fire station. This positively contributes to children developing a sense

of danger and how to keep themselves safe. Children do not attend if they are sick which enables the childminder to protect others from illness. Their well-being is enhanced through effectively planned opportunities for large physical play, either outdoors in the garden or with visits to local amenities such as soft play sessions. Children play in a clean environment where they learn the importance of good personal hygiene through consistent routines and positive role modelling. This significantly enhances children's emerging understanding of how to help stop germs spreading and of how to keep themselves well and healthy. Children learn about a healthy lifestyle and their good health is promoted. This is through a choice of nutritious snacks and freshly home cooked meals are provided, with free access to fresh drinking water at all times. All relevant documentation with regard to health, including specific dietary needs and consent forms, are in place and up to date. These positively safeguard children's well-being.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

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	2
The extent to which children achieve and enjoy their learning	1
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	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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