

Inspection report for early years provision

Unique reference number	EY404076
Inspection date	19/07/2010
Inspector	Justine George
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 registered since March 2010. She lives with her husband, who works as her part-time assistant, and their four-year-old son and 18 month old daughter. They live in a two bedroom terraced house on the Woolwich/Plumstead borders. The house is located close to schools, shops and parks. The whole of the house is used by children but the main play space is the through lounge and the enclosed back garden.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. She is registered to care for a maximum of four children under the age of eight years, only one of whom may be in the early years age range. The childminder currently cares for one child in the early years age group and a five, seven and eight-year-old after school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are new to the setting and have settled well due to the good settling in procedure suited to their individual needs. Children relate well to the childminder, seeking cuddles and engaging in conversation to share their needs, thoughts and any concerns. They show good levels of confidence accessing the wide range of toys and resources that promotes learning in all areas of development. Children make progress in their learning and development due to the childminder's partnership work with parents and the systems in place to seek further information from other practitioners involved in the care of children, promoting continuity of care. The childminder is proactive in maintaining continuous improvement, reflecting on her practice and attending further training courses, all of which are likely to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure kitchen and bathroom floors, and the decking in the garden, are clean and hygienic and the garden toys are clean and organised so children can use them effectively
- further develop self-evaluation methods to include any changes implemented and the outcome for children
- ensure the baseline assessments that are in place are used to identify children's starting points to ensure children are challenged.

The effectiveness of leadership and management of the early years provision

Children's safety is well fostered due to the childminder's good knowledge of safeguarding issues including child protection procedures and the welfare requirements in fostering children's health and well-being. This is achieved through maintaining the required records and through devising an extensive range of written policies and procedures which are informative and provide sound information to refer to. Children are never left alone with un-vetted adults and are cared for by suitable people where all checks have been carried out to ensure their suitability. During the later part of the day, the childminder is supported by her husband who is registered as her assistant. He engages with children during play and supports the childminder during busy periods, for example during food preparation and when children are leaving to go home. The childminder works well with parents whereby policies and procedures are shared to inform them of her responsibilities in caring for children. The childminder has sound knowledge of children's individual needs, for example their likes and dislikes, family background, religious beliefs and any health needs. Regular communication takes place to ensure both parties are well informed of individual children through the use of contact books for younger children, verbal communication, texts and phone calls. Partnership work with other professionals is also being explored to ensure continuity of care for children and to promote better outcomes.

Equality and diversity is well fostered through the use of resources to depict positive images of culture and differing needs within the community. The use of play people, dolls and books support children in developing awareness about others in the wider community. The childminder plans to develop resources further, introducing foods from around the world and extending children's awareness through play. The childminder ensures equality through the provision of toys and equipment enabling children to choose what they would like to play with to develop their own ideas, preventing gender stereotyping. The childminder is aware of children's individual needs and backgrounds and encourages children to share their experiences, valuing identities and developing their knowledge of other people's differences and diversity.

In the short time that the childminder has been registered, systems are in place whereby she reflects on her practice, driving improvement. For example, to further develop children's independence when choosing what they would like to play with, the childminder is in the process of labelling storage containers with pictures and text so children are able to clearly identify what is available. The childminder is also looking at how to develop her planning systems, and has booked onto several training courses to further improve her knowledge of childcare practice. Such reflection is likely to improve the outcomes for children, although self-evaluation methods are not yet in place to show what changes have been implemented and the impact this had for children.

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

Children make progress in their development through the use of the good range of resources and experiences. They enjoy playing with fantasy figures and using play dough to make flowers. They enjoy number puzzles, placing pieces correctly into the relevant space and identifying number symbols. As a result, children show a willingness and impulse to explore, which will stand them in good stead for later learning and developing skills for the future. They share and take turns, but if aggrieved that others are not playing fairly, children are confident in sharing their concerns with the childminder. The childminder had sound knowledge of the areas of learning and provides experiences suitable for children's age and stage of development. For example, she focuses on children's personal, social and emotional development as they have recently started at the setting. Emphasis has been around developing new relationships with adults outside the family home and older children, developing confidence within the new environment, and providing sensitive support in being away from parents and carers. However, the baseline assessments in place to identify where children are at in their stage of learning have not been completed with parents, thereby limiting some opportunities to further challenge learning.

Children play in a safe and secure environment where risk assessments are carried out minimising hazards. In the event of an accident, the childminder is aware of the required records to keep and has up-to-date first aid training. Children learn about safety as they practise fire drills, use appropriate car seats and when travelling on foot, they hold hands and discuss road safety issues. Children's health is fostered through the regular opportunities of fresh air and exercise using the garden and local groups. Children enjoy a range of healthy snacks and freshly prepared food and drinks are provided to ensure they are well hydrated. Hygiene routines are consistently applied whereby children wash their hands after going to the toilet and before eating. However, kitchen and bathroom floors and the decking area in the garden are unclean. Furthermore, outdoor provision is not well organised and grubby, preventing children from using it effectively.

Overall children are well behaved. The childminder is respectful and relates to children well due to her caring nature and relaxed home-from-home environment. She successfully challenges any unwanted behaviour through reassurance and explanations to ensure children are not left feeling awkward and to develop their understanding about the thoughts and feelings of others.

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	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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
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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