

## Inspection report for early years provision

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<b>Unique reference number</b>	107147
<b>Inspection date</b>	15/09/2010
<b>Inspector</b>	Angela Ramsey
<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 has been registered since 1994. She lives with her husband and two adult children. They live in a three-bedroom flat in the London borough of Southwark. The living room and kitchen-diner are used for childminding purposes. There is a fully enclosed garden available for outdoor play. The property is close to local schools, parks and transport services.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of three children under eight years at any one time; of these, three may be in the early years age range. She is currently minding three children in the early years age range.

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

Overall the quality of the provision is good.

The childminder provides a warm and inclusive environment where the children are happy and settled. She has a good understanding of their individual needs and interests. A good range of resources and activities that interest them and meet their individual needs are provided. All the recommendations set at the previous inspection have been complied with, which ensures children's continued safety. The childminder views improvement and development as important. She has attended training and begun to evaluate her service to reflect on her practice and demonstrate plans for her development.

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

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

- ensure that observations of children's achievements are used to identify next steps for their development and plan relevant and motivating future learning experiences.

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

Children are safeguarded as the childminder has a clear understanding of child protection policies and procedures. Parents are made aware of the procedures the childminder would follow if she has any concerns. The required policies and procedures are in place and followed to ensure children's welfare is effectively promoted. The childminder is vigilant in protecting children from hazards. Regular risk assessments are conducted; the details of which are recorded. This ensures precautions are taken to prevent accidents, both inside and outside her home.

The children in the childminder's care have a real sense of belonging due to the childminder's warm personality. Children's individual needs and characters are understood and respected. The childminder also works well in partnership with parents. They have access to all of her policies and procedures which are informative. Parents provide the childminder with information about their child's individual needs which the childminder caters for, ensuring that each child's needs are met.

A balance of activities and play opportunities such as visits to libraries, childminding groups and local parks are planned. The childminder views improvements to her childminding service as important, she has begun to evaluate her provision to ensure she is able to identify strengths and weaknesses of her service and address any apparent weaknesses. She has increased her knowledge and understanding of the requirements of the Early Years Foundation Stage by attending training. She plans and delivers activities linked to children's interests but has not yet clearly identified the next steps for their learning and development. She is aware that this is an area for development.

Good relationships and effective communication with the parents ensures children's needs are well met. The childminder informs parents daily of their child's day and the care provided. All documentation is well maintained and kept confidentially. The maintaining of these documents works well in practice to keep children healthy and safeguard their welfare. The childminder has also established good links with staff at the local primary school that children attend.

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

Children are happy, content and have formed a warm relationship with the childminder. They show a sense of belonging as they confidently move around the areas for childminding.

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 ingredients. Children's health is further improved as the children enjoy walks, playing outdoors in the childminder's garden, parks and in the outdoor play space of childminding groups. Children take part in a good range of activities and experiences that support their learning and development. For example, during role play children have the opportunity to practise their language skills and play cooperatively as they play at dressing, feeding and putting their 'babies' to bed. While putting together a wooden train track children sit comfortably on the floor and work out how the pieces fit together. They have fun moving the trains up and down the track. At the childminding groups children are able to participate in creative activities such as painting and experimenting with play dough.

Realistic expectations with regard to children's behaviour are in place. The childminder's good use of praise and encouragement helps to build children's self-esteem and confidence. For example, children learn the benefits of sharing and taking turns. They show increasing independence, for example, when they self-select toys and play materials. Resources that promote a positive view of the wider community are provided and are available to all children. The childminder helps

children to understand about the wider world, for example, while looking at books which depict others of different cultures, race, genders and disabilities. Children have opportunities to learn about various cultures through activities and celebrations of other faiths. For example, children learn about Ramadan, Chinese New Year and pagan celebrations such as Halloween. As a result, children learn to respect each other.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	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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