

Inspection report for early years provision

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Inspection date	28/09/2010
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 partner and two children aged nine and 12 years in the area of Thamesmead in the London Borough of Greenwich. The family live in a house with ramp access to the front door. The areas of the premises available to minded children consist of the living room, kitchen, conservatory and downstairs toilet. Children have access to a fully enclosed garden. The family have a pet dog.

The childminder is registered to care for a maximum of four children at any one time, of whom three may be in the early years age range. She is available to provide care each weekday, on a full-time basis. There are currently three children on roll all within the early years register age range. The setting is also registered on the voluntary and compulsory parts of the Childcare Register. The childminder walks or drives to local schools to take and collect children. She regularly attends the local parent/toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes all aspects of children's welfare and development. Children are safe and well-cared for in her welcoming, inclusive home. Strong partnerships with parents ensure that the childminder knows children well and provides good quality individual care. Children make good progress in their learning, given their age, ability and starting points. The childminder reflects on the service she provides and takes steps to ensure she continually improves what she does. This means that the provision is responsive to the needs of the children she cares for, and their parents.

What steps need to be taken to improve provision further?

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

- continue to develop and extend systems for making written evaluations of plans and activities, as part of the framework for ensuring continuous improvement
- develop further the systems so that parents and carers can make comments and contribute towards their children's learning and development

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her responsibilities for the children in her care and effectively safeguards their welfare. She knows what steps to take if

she has concerns about a child and has the local safeguarding procedures to hand. Childminding records are well organised and all required documentation that promotes children's health, safety and well-being is in place. Careful assessments are made of safety in the home and garden and precautions put in place to reduce any potential hazards. Suitable fire safety precautions are in place, for example, smoke alarms are in working order on each floor of the home and a fire blanket is in place in the kitchen. She ensures children benefit from a well organised, safe and secure environment where they can move freely around the home and access a wide variety of good quality resources to support their play and learning.

Membership as a network childminder ensures that the childminder regularly evaluates her provision in conjunction with her coordinator. Through this process of evaluation, the childminder is steadily identifying what she does well and those areas that require improvement. In addition to this, she actively seeks the views of children and parents as part of the self-evaluation process and keeps abreast of developments in childcare, through the attendance of training courses that will help improve outcomes for children. The childminder makes sure she has sufficient information about each child's backgrounds and needs so that she includes all children appropriately and effectively promotes equality and diversity. Good relationships have been established with parents. The childminder speaks to them on a daily basis to make sure they are fully informed of the experiences their children have enjoyed. This enables parents to continue their children's learning at home through highlighted activities. Parents have access to detailed information about the setting. The childminder effectively keeps them up to date through a range of written policies and procedures, a daily contact book and access to their child's observation folder. Although, the childminder is keen to further develop the assessment system so that parents and carers can make comments and contribute towards their children's learning and development. The childminder has a positive attitude to developing and forming links with other providers. For example, she has established good links with the local school to ensure continued progression of children's care, learning and development. She is also aware of the need to work closely with other partners where children have additional needs.

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

The childminder supports children's learning well. This is because she has a generally good understanding of the Early Years Foundation Stage, which she uses to plan a stimulating and wide range of activities. Children's behaviour and attitudes to learning are good, because the childminder has a gentle, calm approach and this encourages both babies and children to respond effectively to any guidance and praise. Their understanding of diversity is enhanced well through access to a good range of play resources including books showing children from different cultures, religions and with varied disabilities. This is complemented with related activities she plans within the home and at the toddler groups she attends. They benefit from a good combination of adult led, child centred and spontaneous activities, both in the childminder's home and on outings to toddler groups, parks and on visits to other childminders. Children are happy, confident and very settled in their surroundings. They relate well to the childminder and

enjoy sitting on her lap for cuddles. The childminder sits with children and extends their thinking and learning by joining in their play, talking to them and asking open ended questions. In turn, children's communication skills are fostered well, resulting in good interactions between themselves and the childminder. Children enthusiastically engage in activities and have great fun developing their creativity through various art and craft, as well as role play activities. Children are encouraged to become independent through making choices about their play, feeding and dressing themselves, and taking themselves to the toilet. The childminder is skilful at using everyday routines and outings to reinforce children's learning. She encourages children to develop their understanding of the wider community and to develop their social skills by taking them to local parks and toddler groups where they learn to mix with other children. She promotes counting with the children as they play and carry out everyday routines such as dressing. The childminder plans activities around children's interests and capabilities and knows the children in her care well. She uses information gained from observations to move children on to the next stage in their learning. The childminder however, is keen to develop further the planning and evaluation of activities to support and enhance learning priorities for each child.

Children are safeguarded well, as the childminder's home and back garden are secure at all times. This is supplemented with effective procedures for adults collecting children. They experience very good levels of supervision and appropriate safety equipment is in place, to ensure hazards are reduced. This includes, smoke and carbon monoxide detectors, a fire blanket and plug socket covers. Children's knowledge about personal safety is encouraged by gentle reminders from the childminder to help tidy up the toys, so they do not harm themselves, road safety activities and regular fire drill practises. This positively contributes to children developing a sense of danger and how to keep themselves safe. Toys and equipment are clean and in good condition, which ensures children can play safely. Children are cared for in a comfortable environment, where they are beginning to develop an understanding of good hygiene and personal care. For instance, younger children are reminded to wash their hands after using the toilet and to brush their teeth, using the individual flannels and toothbrushes provided. Children's health is further promoted because they do not attend if they are sick, which enables the childminder to protect others from illness. The childminder can respond appropriately if children have an accident, as she is trained to administer first aid. Clear records are kept in respect of accidents and medication, and these are shared with parents. Regular use of the back garden, walks home from school and visits to local amenities provide good opportunities for children to benefit from daily exercise that promotes their health and physical development. The childminder's flexible routine incorporates time for quiet play and rest. For instance, babies are appropriately cuddled in and helped to sleep when tired in line with their home routines, whilst they are put down to sleep in the travel cot on the first floor and appropriately monitored. Babies sit in booster seats with children around the table and enjoy eating their nutritious snacks and meals together, creating mealtimes as a social able occasion. They generally eat healthy meals provided by the childminder including chicken casserole with crusty bread, fresh fruit, vegetables and yogurts and have easy access to drinks throughout the day. 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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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	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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