

## Inspection report for early years provision

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<b>Unique reference number</b>	109998
<b>Inspection date</b>	23/09/2010
<b>Inspector</b>	Marcia Robinson
<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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the childminding

The childminder has been registered since 1992. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently two children in the early years age group and one child in the later years age range on roll. The childminder lives with her husband in a three bedroom terraced house in the London borough of Greenwich. Local amenities and public transport are within walking distance. All areas of the property are available for childminding. There is a fully enclosed garden available for outside play. The childminder attends several toddler groups on a regular basis. She is a member of the National Childminding Association and Greenwich Childminding Network.

## 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. They are safe and well-cared for in her welcoming, inclusive home. Strong partnerships with parents and others involved in children's care ensure that the childminder knows children well and provides good quality individual care. Children make excellent progress in their learning, given their age, ability and starting points. The childminder attends relevant training, has completed a level 3 childcare qualification and has effective relationships with her early years coordinator. The childminder's capacity for continuous improvement is good, because she conscientiously evaluates her provision, striving towards the best possible outcomes for children.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the daily record of children's attendance is accurately maintained (Documentation)(also applies to both parts of the Childcare Register) 05/11/2010

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

- continue to further parents and carers' involvement in the assessment arrangements of their children.

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

The childminder organises her provision well. She demonstrates a clear understanding of her responsibilities towards the children in her care and has already arranged to review her procedures in child protection to ensure that she remains up to date with current practice and knowledge. Consequently, children's welfare is effectively safeguarded. All of the required documentation that promotes children's health, safety and well-being is in place. For example, children's details, medication and dietary information are readily available. Other records, such as the accident book are accurately kept and well organised. However, whilst the register of attendance accurately records the hours of attendance, there are two occasions where entries are not promptly recorded to ensure the record is well maintained.

Children's play opportunities are maximised through the highly effective organisation of space, time and resources. For instance, the home is very well organised and children can easily access an excellent variety of good quality resources that support their play and learning, both indoors and in the garden. This is further enhanced by the childminder who makes the best use of space. She has created dedicated play areas in the child-orientated home where colourful examples of the children's work, along with posters and photographs. This helps to promote children's sense of belonging and self-esteem. The childminder regularly reviews her provision and evaluates her practice by sharing ideas with other childminders and actively listening to feedback from parents, taking their views and ideas into account. The childminder demonstrates a very positive attitude towards her career and developing her provision. In addition, she demonstrates a good awareness and understanding of the welfare requirements and of the Early Years Foundation Stage and their impact on her evaluation of her setting.

The childminder effectively promotes equality and diversity by making sure she has detailed information about each child's backgrounds and needs so that she includes all children appropriately. The childminder works closely with parents and keeps them well informed, for instance through sharing a range of written policies and procedures, daily discussions and access to their child's developmental file that includes photographs as well as details of activities and routines. Through the self-evaluation system the childminder has already started further developing her system for recording children's achievements so that parents are actively involved in the assessment arrangements and their contributions are consistently encouraged. Parents report that they are extremely happy with the care and learning experiences the childminder provides. The childminder demonstrates a very positive attitude towards supporting the needs of children with special educational needs and/or disabilities. She works closely with parents and other providers where children attend more than one setting to ensure continuity in their care and learning.

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

Children benefit from the childminder's very good knowledge and understanding of the Early Years Foundation Stage framework. They are making excellent progress in their learning and development. This is because the childminder plans a broad range of interesting activities and experiences for children, both in the home and out in the community. Activities are sensitively tailored to meet the individual needs of children. Comprehensive written observations are in place for all children, linked to the early learning goals and this information is used successfully in planning to inform the next steps in children's learning. Children enjoy free-flow play from the playrooms to the outdoors, and a daily routine, which includes story and music time, provides a good balance of adult-led and child-initiated learning.

Children's behaviour and attitudes to learning are good in that they are well behaved, polite and settled. The childminder who knows children's individual personalities well and fosters a gentle, calm approach. She provides consistent encouragement and praise to confirm children's achievements. Children are developing a very positive attitude towards other cultures, traditions and the wider world; this is through celebrations, visits in the local community, discussions and the use of resources that promote all aspects of society and encouraging children to talk about similarities and differences. Children engage well with the childminder and enjoy her company. They spend time reading stories with the childminder cuddled up on the sofa, pointing to the pictures and predicting what will happen next. Their good communication skills enable them to engage in a range of creative experiences. An example of this is where the children enjoy manipulating play dough, using cake cases, sprinkles and shiny beads to decorate their cakes. They chat happily about the colours and later talk about sharing, their cakes with the childminder, their friends and family. Opportunities to count are promoted by the childminder when reading stories and during every day play, for instance, when stacking the wooden blocks. Children have a growing understanding of the living world through a variety of well-planned activities, such as planting and nurturing sweet peas and turnips in the childminder's vegetable patch in the garden. Outings are planned to give children as many outdoor experiences as possible. For example, children are taken out most mornings to drop-in groups and to the park, enhancing their learning experiences and promoting social skills. They also regularly go on planned visits to a local 'Forest School' which provides good opportunities for safe risk taking and, thereby, support physical and intellectual development. Children explore balancing on logs, climbing trees, and nature, including mini-beasts using their magnifying glasses. This is extended with planned activities in the garden such as growing plants, which further supports this aim of helping children learn through the natural world. Child observations and photographs used in the individual profiles show that they are having fun and developing a good attitude to learning. They are very well occupied and stimulated throughout the day and thoroughly enjoy their time at the setting.

Children's welfare is promoted effectively well by the childminder. Their knowledge about keeping themselves safe both in the home and on outings is promoted by the childminder. For instance, safety equipment fitted within the home ensures the

safety of children. In addition, the childminder carefully assesses risks to children, for instance, when visiting local children's centres and parks. Risks and hazards are discussed with children sensitively so that, for instance, children understand what to do if they get lost and the purpose of emergency evacuations. Children show a strong sense of belonging as they move confidently and safely around the home and choose from the excellent variety of toys and play materials available. They are cared for in a clean home where good hygiene and food preparation procedures ensure the health of the children. Young children adopt good hygiene routines as they wash and dry their hands appropriately with the support of the childminder, using individual paper towels and liquid soap. Pictorial displays made by the older children ensure they are learning through positive reminders and clear explanations of why it is important to wash their hands in order to maintain their good health and to prevent illness. Children enjoy nutritious and well balanced meals, snacks and drinks that are freshly prepared by the childminder using healthy ingredients. The childminder can respond appropriately if children have an accident, as she is trained to administer first aid. Children do not attend if they are sick, which enables the childminder to protect others from illness. All relevant documentation with regard to health, including specific dietary needs and consent forms, is in place and up-to-date. This positively safeguards 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

<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	1
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	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 22/10/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 05/11/2010