

## Inspection report for early years provision

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<b>Unique reference number</b>	EY401566
<b>Inspection date</b>	04/11/2010
<b>Inspector</b>	Jeannette Waring
<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 lives with her husband and two children, a daughter aged five years and a son aged one year. The house is located in a residential area on the Greenwich and Bexley borders. Schools, pre-schools, parks and local shops are close by and New Eltham main-line train station is within easy walking distance. Children have use of the whole of the property. The main play space is on the ground floor with toilet facilities and sleeping provision available on the first floor. There is an enclosed garden available for outdoor play. The family has one pet guinea pig.

The childminder is included on the Early Years Register and both parts of the Childcare Register. She may provide care for a maximum of four children at any one time, only two of whom may be in the early years age group. Currently, the childminder provides care for three children in the early years age group, all of whom attend on a part-time basis. The childminder is NNEB qualified.

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

Overall the quality of the provision is good.

Children are happy, settled and secure in the childminder's warm and nurturing care. The childminder knows the children in her care exceptionally well and uses this knowledge to plan for their individual learning; as a result children make at least good progress in all areas. Strong partnerships with parents are in place and help to ensure good continuity of care for all children. Partnerships with others have yet to be developed. The childminder routinely reflects on her practice and this enables her to identify what works well and to plan further improvements to an already good quality service.

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

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

- extend knowledge of the local procedures for safeguarding children in order to ensure that up to date information is ready to hand at all times
- develop arrangements to work in partnership with others, for example pre-school and nursery staff, so that children's learning and development can be well supported across all settings.

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

The childminder is well organised and has been careful to provide children with a safe, secure and child-friendly setting where they can develop their confidence and

independence as they play and explore their surroundings. Good arrangements are in place to ensure children are protected from harm and the childminder has a clear understanding of her responsibility for safeguarding. However, she has not attended any formal training on safeguarding for some time in order to ensure that she has the most up to date knowledge of local procedures.

The childminder demonstrates a strong commitment to providing an inclusive service. She takes time to find out about children's individual needs, interests and home backgrounds and tailors her service to meet each child's needs. She encourages children and families to share their celebrations with her setting, and she spends time finding out about the festivals and celebrations of other local communities. She then provides activities for children that help them to explore elements of their own traditions and those of cultures and traditions different from their own. For example, Diwali fell in the week of the inspection and children had been busy making Diwali lanterns and colouring pictures of Diwali celebrations, these were displayed in the childminder's home. In addition, children enjoyed a traditional Indian meal as part of their celebrations.

Partnerships with parents are very well established and the childminder ensures that she shares information with parents on a daily basis, and in this way continuity of care is assured. Parents have good information about the service through access to the childminder's comprehensive set of policies and procedures. They also have regular access to their child's progress records. The childminder has good contacts with local authority support workers and is able to access any support she may require. She is also aware of the need to form partnerships with other settings children attend. To this end she has transition forms in place ready to use but has not yet begun to develop working partnerships with other settings.

Although the childminder has only been actively minding for a short time she has already begun to review and evaluate her practice. This has enabled her to identify areas she would like to develop to improve outcomes for children further. For example, she has identified that by providing a growing patch for children in her garden they could plant and grow vegetables which would then be used in their meals.

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

Children thrive in the childminder's care. They are happy and content and show high levels of engagement in their play. The childminder gathers good information about children when they join her setting, including information about their skills, abilities and interests across the six areas of learning. She also has in place an effective observation, assessment and planning system, closely linked to the early learning goals. This allows her to plan a range of suitably challenging activities for children which they enjoy and which help them to make progress in their learning.

Children's communication, language and literacy, and their personal, social and emotional development are exceptionally well supported. Young children show

good attachment to the childminder, they look to her for reassurance as they play, and they laugh and respond to her as she sings or plays with them. The childminder talks to children about their play, and uses commentary to talk to them about everyday activities and routines. She sings songs, engages them in action rhymes and spends time looking at picture books with them. Children become absorbed in a board book with colourful, textured pictures and spend time touching and exploring the pages. They smile and clap their hands as she sings to them and they squeal and laugh as she plays with them on the floor.

Even the youngest children are confident in their surroundings. They clearly feel safe and secure and they spend time engaged in purposeful play supported by the childminder. Children are able to make choices as they move between the activities on offer and they enjoy exploring the toys and resources provided. The childminder's nurturing and supportive care ensures that all children develop good self-esteem and they quickly develop a sense of belonging.

The childminder plans a good balance of indoor and outdoor play with regular trips to local parks where children enjoy feeding the ducks. They also enjoy trips to the library for Rhyme Time. At home they enjoy playing with the toys and activities set out for them. For example, they spend time exploring a cogs and wheels toy and playing with a zoo animal layout. The childminder plays alongside children gently extending the play, naming animals, making animal sounds and talking about where the animals live.

Children's behaviour is well supported by the childminder who has a clear behaviour management policy in place. She uses distraction to good effect with young children. Older children quickly learn her house rules, and good behaviour, helpfulness and kindness are rewarded with praise and with stickers. This helps children to feel good about themselves and encourages them to behave well.

Children's health and well-being is well promoted. The childminder works with parents of young children as they are weaned, ensuring that she follows the routines and practices their parents use. Meals and snacks provided are healthy and well balanced. The childminder ensures that children have time for rest and sleep and again works with parents to maintain individual routines so that children feel secure. The home is very clean and comfortable and the childminder follows good hygiene routines at all times to protect children from the risk of infection.

Overall, children's health, safety and well-being is effectively promoted, they make good progress in their learning and development and they are happy and content as they play together in a warm and welcoming home setting.

## 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	1
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	3
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	1
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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