

Inspection report for early years provision

Unique reference number	EY342025
Inspection date	07/12/2010
Inspector	Christine Hodge
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 October 2006 although she did not start caring for children in the early years age group until October 2010. She lives with her two daughters aged seven and 10 years, in a two bedroom, terraced house in Abbey Wood in the London borough of Greenwich. Children have use of the whole of the ground floor of the house and they also use the bathroom on the first floor. There is an enclosed back garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of four children under eight years, of these no more than three may be in the early years age group at any one time. She is currently caring for one part-time child in the early years age range. The childminder is also registered on the voluntary part of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides children with a warm, inclusive and stimulating play environment in which they are happy, settled and make good progress. She develops close relationships with parents and children. Parents are provided with good information about her setting, including well written policies and procedures, underpinning all areas of her practice. The childminder is keen to continually develop her childcare knowledge by attending ongoing training and using self-evaluation and reflective practice to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop the self-evaluation process
- consider using picture labelling on boxes of play resources to help younger children with making choices about what they want to play with.

The effectiveness of leadership and management of the early years provision

The childminder promotes children's safety well. She has recently updated her safeguarding knowledge in line with Local Safeguarding Children Board procedures and has a comprehensive policy which informs parents of her role and responsibility for protecting children. She carries out regular risk assessments of her home and outings and practises fire evacuation procedures with children. Her home is safe with necessary safety precautions in place, which include gates to the kitchen and stairs, socket covers and a fire blanket appropriately displayed on the

kitchen wall. The childminder holds an up-to-date first aid certificate. All required documentation is in place and is well maintained.

The childminder welcomes all children and families into her home and promotes inclusive practice. She makes good use of the available space within the setting. Children can choose what they want to play with from a good range of age-appropriate play resources, including positive image toys and books to help them learn about difference. Although resources are stored in various plastic storage boxes with written labels, it is more difficult for younger children to see the contents of the boxes as there are no picture labels attached. The childminder establishes good working relationships with parents to ensure that children's individual needs are met. Information about daily routines, activities and children's progress is shared regularly. The childminder works with other early years settings to ensure consistency and continuity in children's learning. She is committed to extending her personal development and improving outcomes for children. Since her registration she has completed a Level 2 in Childcare, a Higher National Diploma in Health and Social Care and has attended several short courses run by Greenwich Early Years. She is currently in the process of studying for a Level 3 in Childcare and Development and has recently obtained Ofsted's self-evaluation form which she has just begun to complete, in order to help her identify areas for improvement.

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

Children are well supported in their learning and development. The childminder demonstrates a good understanding of the Early Years Foundation Stage and ensures that her planning covers the six areas of learning, even though she currently only provides part-time care. She observes children as they play and uses the information to plan a range of indoor and outdoor activities which engage children and help them to make progress.

Children are happy, settled and feel safe in the setting because they develop close relationships with the childminder and her family. They engage well in activities and enjoy their time spent with the childminder, who spends a lot of time playing and interacting with them. Children are developing good communication skills and are keen to express and share their ideas and to have conversations with the childminder. For example, during a painting activity they talk about what happens to the paint when different colours are mixed together. Children have easy access to a good range of books and enjoy listening to stories and going to the library to choose books for themselves. They enjoy matching and sorting activities which help them to confidently learn colours, numbers, letters and shapes. Children have great fun developing their creativity and imaginations through a wide range of art and craft activities, role play, dressing up and musical instruments.

Children walk home from nursery to the childminder's house and the childminder uses this time to encourage children to learn about the world around them. They learn how to cross the road safely and talk about stranger danger when visiting

parks. During the week children also visit the local children's centre where they take part in different activities and socialise with other children.

Children's welfare is well supported by a large number of policies and procedures and good standards of hygiene in the childminder's home. Children are cared for in clean, bright surroundings. They are encouraged to adopt healthy lifestyles by learning good personal hygiene routines and taking part in regular physical activity, for example, walking to and from activities, going to the park and playing in the garden on the trampoline and other equipment in the better weather. Although food is currently supplied by the parent, the childminder understands the importance of providing children with a healthy, balanced diet if meals are required. Positive behaviour is actively encouraged by the childminder who supports children with lots of praise and encouragement and by allowing them to develop good independence. As a result children are confident and well behaved.

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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