

## Inspection report for early years provision

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<b>Unique reference number</b>	EY357185
<b>Inspection date</b>	14/12/2010
<b>Inspector</b>	Sue Taylor

<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 was registered in 2007. She lives with her husband and two children aged three and eighteen months in Eltham, in the London borough of Greenwich, close to shops, parks, schools and public transport links. The ground floor of the childminder's home is used for childminding, with occasional use of a bedroom on the first floor for sleeping. There are a number of steps up to the house. There is an enclosed garden for outdoor play. The family have no pets.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age range. The childminder is on the Early Years Register and currently minding one child in this age group. She also offers care to children in the later years age group and is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends toddler groups on a regular basis.

The applicant holds a National Vocational Qualification at level 3 in Childcare and Education from 1997.

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

Overall the quality of the provision is good.

Children are recognised as individuals and given positive support. Overall, systems in place support children's well-being and encourage children's good progress towards the early learning goals. A good partnership exists with parents and in the main, information is effectively shared. The childminder's self-evaluation shows how the provision is developing to continually support children's outcomes and she is very keen to maintain continuous improvement.

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

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

- take emergency medical consent documents out at all times in case they are needed
- improve learning records to clearly show how well children are progressing and to enable comparisons to be made across the areas of learning to ensure that any achievement gaps are recognised and narrowed
- develop the identification of next steps in children's learning, using these for future planning and actively encourage parental involvement in supporting their child's learning.

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

The childminder is well-organised and ensures all required records and documentation are maintained well, completed correctly and available. She remembers to take emergency medical consent forms with her on outings but not always when on the short walk to the school. She has a very good awareness of possible signs and symptoms with regards to child abuse. Relevant training helped consolidate her secure knowledge in helping to safeguard children, with parents well-informed of her role and responsibilities. All written policies and procedures are reviewed regularly and shared with parents, ensuring they have a good awareness of her practices and how children's needs are supported.

From discussion with the childminder and detail noted on the Ofsted self-evaluation form, she demonstrates a good overview of her strengths and identifies areas for improvement. Children's views are noted through chats and observations as they play. Parents complete questionnaires in addition to regular discussions, so the childminder has an awareness of their thoughts and views about her practices. Feedback received is very positive with comments such as 'provides a safe and caring environment...seems guided by great moral values which influence', 'well informed about activities, learning and daily routines' and 'helps us feel very involved and keeps continuity between childminder's care and ours'. A notice board helps keep parents informed, as well as using a daily contact book recording detail such as meals or activities for each child. As a result, parents are informed about their child's day, however, the detail is limited in its links to children's achievements and progress under the six areas of learning.

Children's learning records are available to parents and there is information that shows individual children's progress, with some noting of identified next steps. However, these are not routinely shared with parents to actively encourage their involvement in supporting their child's learning. The childminder was registered prior to the introduction of the Early Years Foundation Stage and ensured she attended varied courses to update her knowledge which, with identified future plans, help support and improve positive outcomes for children. Overall, her assessment processes, with recorded observations and notes of individual children's ongoing learning, are clear. However, there is no efficient system that shows children's progress to enable comparisons to be made across the areas of learning to ensure that achievement gaps are recognised and narrowed. The childminder is mindful of the need to liaise with other agencies or providers of the Early Years Foundation Stage, when this is required for individual children, to ensure the progression and continuity of children's learning, care or welfare needs.

The childminder ensures available resources and planned activities support children's ongoing learning and development needs. Toys are of good quality and condition, easily accessed by the children encouraging them to make choices about their play. Children are very comfortable and settled in the homely environment. The childminder is aware of each child as an individual. She knows their likes and dislikes from discussions with parents when they first start and from ongoing

observations. Some resources and activities promoting positive images of others help children gain an awareness of the wider world. The childminder identifies a wish to undertake training in equality and diversity to develop her awareness.

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

Children are making good progress from their starting points, as the childminder makes observations and uses information from parents. Their individual care needs are met very well. The relationships they develop with the childminder and others support their sense of self-esteem well. Their learning is supported well and overall the planning for children's next steps help them move on towards the early learning goals. They gain independence skills as they make choices or access the toilet when they need. They begin to learn how food grows and help with the care of vegetables in the garden.

Children's developing language and communication skills are promoted through story telling and singing. Children have their favourite books and listen well to stories. Their mark-making abilities are encouraged and the childminder talks to them about their pictures, helping young children show that their marks have meaning. Children's imaginative play is particularly strong as the childminder gets involved and extends their play. They learn to problem solve as they complete puzzles. Other learning areas are equally supported. Children's developing abilities and confidence helps them gain the skills necessary for the future.

Children are gaining a good understanding of possible dangers and how to keep themselves safe. For example, they practise fire drills and learn how to cross roads safely, following the childminder's guidance. They learn safe practices as shown when a young child using the role play food reminds the childminder to blow as her 'food' is hot. Young children show they feel safe with the childminder and enjoy cuddles. The childminder ensures her home is safe, to enable children to explore the available space and easily access the toys.

Children develop good eating habits supported by the childminder's positive responses as they enjoy healthy snacks and meals provided by the childminder. Children benefit from drinking regularly. They learn to understand and follow good hygiene practices, such as hand washing after the toilet or covering their mouth when they cough. They enjoy outdoor play and extend their physical skills as they use play equipment, for example, with the slide and roundabout. The childminder shares information with parents, such as how their child enjoys running up and down the hill.

Children's behaviour is managed well by the childminder. They learn how to share toys and cooperate with others. They gain positive experiences as they interact with others at toddler groups or during trips to the library for book choosing or singing time. As a result of the childminder's good care, children develop responsible behaviours and are learning to care for each other and their

environment.

## 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	3
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

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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

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