

Inspection report for early years provision

Unique reference number	EY286180
Inspection date	19/01/2011
Inspector	Jan White

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 one adult child in Charlton, London. All areas of the property are used for childminding and there is a fully enclosed garden for outside play. The childminder walks and sometimes drives to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has two cats.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently caring for three children in this age group on a part time basis. She also offers care to children aged over eight years to 11 years. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of children's individual requirements. They are making good progress as the childminder successfully meets their needs. Overall she has procedures in place to promote children's welfare and learning. The childminder has built strong partnerships with parents and other settings. As a result, this ensures continuity of care and supports their welfare and development. The childminder is well organised offering a good assortment of toys and equipment. Children gain an understanding of how to keep themselves safe and the wider world. They are provided with a broad range of exciting experiences as they play and learn in a secure homely environment. The childminder uses self-evaluation to highlight areas for her potential development. She has a good capacity to maintain her continuous future improvement. This means that the childminder supports and is responsive to the needs of children and parents.

What steps need to be taken to improve provision further?

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

- develop further the use of ongoing observational assessment to assist with planning for each child's continued progress
- increase the resources to promote equal opportunities and extend the activities for children to develop their home language in their play and learning.

The effectiveness of leadership and management of the early years provision

The childminder's effective safeguarding procedures actively promote the children's care and well-being at all times. She has a competent knowledge and understanding of safeguarding children including the signs and symptoms of abuse. Her safeguarding child protection policy complies with the Local Safeguarding Children Board. She has attended a child protection course and has a good range of information to access should she have any concerns about a child. Equality and diversity is promoted well within the childminder's practice. All children are treated with equal regard and details of their individual needs are noted. For example, the language spoken at home and their religion. Every child is valued and each family is supported according to their specific circumstance. The childminder has some toys reflecting diversity, although there are not enough resources to extend the activities for all children in order for them to develop their home language in their everyday play and learning. The childminder has a competent understanding of her role and actively evaluates her systems and procedures. She is committed towards improving her child care knowledge by attending relevant training courses to be aware of current child care practices.

The childminder carries out fire drills and conducts risk assessments within the home environment and on all outings. She maintains detailed records within the risk assessment report of all visits to places of interest and the areas used by the children. Children play and learn together within safe boundaries. For example, safety gates are in place. The childminder uses the space and resources well to encourage children's learning potential. For example, toys and resources are freely available, and the furniture and equipment is suitable for children of all ages and stages of development. The childminder has a very good range of information which is shared with parents. They receive a copy of her policies and procedures. Parents comment that the childminder has a common sense approach to childcare. They feel she offers a safe and happy environment and is very flexible. The childminder successfully supports the needs of each child and this ensures parents are involved in their children's learning and development. Children happily attend and they are familiar with the daily routine, such as sitting at the small table to eat their snack. The childminder is committed and strives to improve her practice in order to benefit the children she cares for. The childminder holds an up-to-date first aid certificate ensuring appropriate first aid care is given to the children. A first aid box is available within the home and supplies are taken on outings. She maintains effective records on medication, accidents and existing injuries. Essential information is readily available when outside the home. The childminder has a competent understanding of her role. She has a good capacity to maintain her continuous future improvement and uses self-evaluation to assess her potential development or what she has achieved.

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

Children demonstrate a close relationship with the childminder and enjoy being with her. They show signs of feeling settled, safe and seek comfort when strangers are present. The childminder asks imaginative questions which encourages children as they develop communication and confidence. She offers clear explanations, reassurance and cuddles which promotes their sense of security. The childminder has an effective understanding of the Early Years Foundation Stage requirements. As a result, this successfully promotes children's welfare and learning. The childminder describes her close relationship with parents and together they complete the child's record forms. For example, this information includes details of the child's interests, abilities and their initial starting points. She actively works in partnership with other settings and is building links with the local nursery through the child's key worker. Consequently, all parties contribute towards promoting children's achievements. The childminder is developing her system to make notes of each child's observations and to identify the next stage in the child's progress and learning. Nevertheless, the system to make sure the ongoing observational assessment supports the planning for each child's continued progress is not yet fully embedded. The childminder makes good use of unplanned situations and successfully promotes children's individual ideas by asking questions which encourage them to solve problems. For example, they place the facial features on a model or when using a speaking book. The balance of activities and experiences cover all areas of learning.

The childminder is motivated and has a consistent approach to raising children's awareness of being healthy. For example, each child has their own towel to prevent the risk of cross infection. Healthy meals and snacks are offered, although children's hands are not always washed before eating finger foods. The childminder describes how she encourages all children's understanding of safety both inside and outside the home. She explains how they cross roads safely and the fire drill procedure. As a result, children are developing skills and an understanding of a healthy lifestyle, and how to keep themselves safe. Some resources are labelled with words and children are encouraged to self-select resources, such as books or mark making materials. Nevertheless, some resources are not identified with pictorial labels to promote children's self help skills and growing independence. The childminder is well organised and promotes an understanding of environmental issues. For example, children use her recycle containers to separate waste produce. They use cardboard and boxes or unwanted items to make models. Children freely choose the books for the childminder to read to them and they join in as they predict the ending to familiar stories. The childminder encourages and supports children's particular interest in reading. For example, she has made a variety of different story sacks with props of their favourite books.

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

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