

Inspection report for early years provision

Unique reference number	EY393139
Inspection date	18/01/2011
Inspector	Lara Hickson
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.

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 2009. She lives with her husband and their two pre-school age sons aged three and one in a three bedroomed basement flat in a four storey house in Blackheath in the London borough of Greenwich. The premises is close to local schools, parks and shops and has good transport links. The accommodation is all on one level, though there are six outside steps down to the flat. The living room, dining/kitchen area and one bedroom will be used for childminding. There is a fully enclosed garden available which is shared with the three other flats. The family have no pets.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She is registered to care for a maximum of four children at any one time, one of whom may be in the early years age group. She is currently minding one child in this age group. The childminder attends a local childminding group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's well-developed knowledge of each child's unique needs ensures that overall she can successfully promote children's welfare and learning requirements. The partnerships with parents are a key strength and are significant in ensuring that children's individual needs are effectively and consistently met. Self-evaluation is used extremely effectively by the childminder to identify priorities for further development and to highlight strengths. This enables the childminder to improve her provision and outcomes for children attending her setting. The childminder's capacity for improvement is very good. She has a positive approach towards completing additional training as a way of extending her knowledge of the childcare field and maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- extend opportunities for parents to contribute to their child's learning and development process
- further promote children's understanding of equality and diversity with particular regard to cultural celebrations

The effectiveness of leadership and management of the early years provision

Children are safeguarded extremely well in the setting due to the childminder's excellent understanding of safeguarding procedures. She demonstrates a clear awareness of the referral process with regards to recording and reporting any concerns of abuse or neglect. She has up-to-date knowledge of child protection and current legislation following the recent completion of a safeguarding course. The childminder demonstrates a very good understanding of how to help children to feel and keep safe. For example, she explains who a visitor is upon arrival to reassure the children of an unfamiliar face in the setting. Extensive risk assessments are in place and include both the indoor and outdoor environments as well as outings both in the local community and further afield. The childminder reviews risk assessments periodically to ensure that any hazards are kept to a minimum and children's safety is effectively promoted. A detailed emergency plan is in place and fire drills are completed regularly to ensure that all children are aware of the procedure to follow. These procedures effectively protect children and ensure their safety is fully promoted.

The childminder recognises the value of self-evaluation to monitor and evaluate her setting. The self-evaluation system is reflective of the childminder's practice and identifies areas of development as well as areas that she would like to develop further. Parents have been involved in the evaluation process through the use of parent questionnaires and changes would be made to the setting as a result of any concerns or suggestions made by parents if any. The childminder demonstrates a very positive approach towards ongoing training and development and has completed a wealth of courses since registration.

Documentation is maintained to a very high standard and all records required for the safe and efficient management of the setting are available for inspection. A comprehensive range of written policies and procedures are in place and these underpin the childminder's practices and fully promote the welfare and developmental needs of children. Children's files are comprehensive and contain all relevant information to ensure that individual needs can be effectively met. The childminder has established extremely positive partnerships with parent/carers and ensures that they are well informed about their child's progress and development through verbal feedback, daily contact forms and developmental profiles. Comprehensive systems are in place for finding out about children's starting points from parents and this enables the childminder to plan effectively for children's individual needs. Comments from parents are extremely positive, for example one parent praises the childminder for the extra mile that she goes towards making her childminding setting such an enjoyable experience.

Children have extremely good opportunities to develop their independence and self-help skills. For example, they can choose what they want to play with from the well-organised, easily accessible play resources available. Flexible planning is based around the children's interests and likes, and provide a very good balance of child-initiated and adult-led activities in the home, garden area and local and wider community. The childminder is aware of the individual children's needs and

routines and respects these while still including an extensive range of activities and outings in the community. The childminder has a very positive approach towards building strong links with local pre-schools and primary schools to ensure that she can provide children with continuity and an extension of their learning.

The childminder values and respects children's unique needs and individuality, and ensures that her practice is fully inclusive. She has a wide range of resources that depict positive images of disability, language, gender and culture. She has introduced children to sign language and has dual language books in the setting to promote children's understanding of the world around them. The childminder provides a nutritious, balanced diet for children which includes an extensive range of different meals from around the world.

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

Children are happy, confident and very settled in the childminder's care. The effective settling in sessions enable children to get to know the childminder, environment and other children prior to the start of their placement. The childminder has drawn up an initial form for recording comprehensive details of children's unique needs and also asks parents to provide her with any additional information relating to their child's routines, family traditions and interests. As a result the childminder has extensive knowledge of children when they start at her setting and together with the initial observations she makes is able to plan effectively for their developmental needs.

Children are extremely well supported by the childminder to ensure that they make very good progress across all areas of their learning and development. Observation and assessment is thorough and used very effectively by the childminder to determine how children are progressing. Next steps in children's learning are clearly identified. This enables the childminder to plan a challenging and stimulating range of experiences to help children develop the skills and knowledge required to achieve the early learning goals.

Children have many opportunities to develop their imaginations and creativity through a variety of role play activities. They enjoy making tea and playing with the home corner equipment and develop their nurturing skills by looking after the teddies and dolls. There is a wide selection of books available including dual language, reference books, stories and books reflecting diversity. Children are able to independently choose which books they would like to look through as the book shelf is at a low level. The childminder uses daily routines, such as meal times to encourage children's self-help skills, for example she encourages children to feed themselves and to make decisions regarding what they would like for dessert or to drink. She promotes children's communication, language and thinking skills by continually talking to children and asking open ended questions. For example, she introduces concepts of shape, colour and numbers through counting and vocabulary while playing. She also asks children to find her certain items which demonstrate their understanding. For example, one child is asked to find the

giraffe in the animal box and finds this and then picks up the giraffe piece of the animal puzzle. The childminder delights in the children's achievement and praises them enthusiastically. Children are well behaved and developing good social skills, such as sharing and taking turns. Their self-esteem is extremely well promoted by the childminder who constantly praises and encourages their achievements and positive behaviour. Children develop key skills for the future such as communication skills, knowledge of information technology and social skills such as sharing and turn taking. Children's knowledge and understanding of the world is promoted through outings in the local community such as to the park and to the pond to feed the ducks and trips further afield. Children recently have had the opportunity to experience the concept of snow for the first time in the enclosed garden area.

Children's health, safety and general welfare is very well promoted by the childminder. The childminder provides an extensive range of meals and snacks that are healthy, nutritious and reflect children's individual dietary requirements. Menus are wide and varied and include a selection of meals from around the world which encourages children's understanding of the different cultural food available. Children participate in regular physical exercise both in the home setting through activities such as dancing and marching as well as in the outdoor area where the childminder sets up a range of equipment for children to enjoy. Greenwich Park is a 10 minute walk from the childminder's house and children enjoy exploring the park, feeding the ducks at the pond and extending their climbing and balancing skills through use of the well-equipped play apparatus.

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	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

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	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	1

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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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