

## Inspection report for early years provision

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<b>Unique reference number</b>	EY416832
<b>Inspection date</b>	06/04/2011
<b>Inspector</b>	Sarah Wignall
<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 2010. She lives with her husband, who is registered as her assistant, and teenage daughter in a two bedroom house, located in Woolwich, in the London borough of Greenwich. All areas of the premises are used for childminding purposes, with the exception of one bedroom. A fully enclosed garden is available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years, of these, three may be in the early years age group at any one time. She is currently caring for two children in the early years age range. The childminder attends local toddler group and 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 offers a warm and friendly home environment in which children are happy, confident and make good overall progress. Her secure knowledge of children's home backgrounds, together with successful partnerships with parents and other early years professionals ensure that children are provided with continuity in their care and learning. Children's safety and welfare is given high priority and is underpinned by comprehensive policies and procedures that are shared with parents. The childminder is committed to continuous improvement and extending her childcare knowledge.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the assistant completes a paediatric first aid course by 31/05/2011 (Promoting Good Health) 31/05/2011

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

- ensure that all labelling is written in lower case letters
- develop further the system for self-evaluation
- build on the range of indoor and outdoor resources on offer to children

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

Children's safety is well promoted. The childminder has clear and comprehensive policies and procedures for dealing with safeguarding issues that are shared with

parents. She completes thorough risk assessment of her home to ensure that hazards are identified and necessary safety precautions are in place. Emergency evacuation procedures are practised with children. The childminder holds a valid first aid certificate and has applied for her assistant to attend first aid training, to enable him to be left with children for short periods of time. All required documentation is readily available and is well maintained.

The childminder provides an inclusive environment and welcomes all children into her setting. She develops close relationships with parents and works in partnership to provide consistency and to ensure children's welfare and learning needs are met. For example, the childminder recently accompanied a parent to the nursery open evening to talk to the teacher about the child's progress in the Early Years Foundation Stage (EYFS). Parents are provided with good information about her provision and are kept well informed about children's daily routines, activities and progress.

The childminder makes good use of the space available within her home. She provides children with a suitable range of good quality play resources which she is planning to build on. Resources are accessible and encourage children to self-select what they want to play with. Although the childminder has started to label resources she has used capital letters rather than lower case letters which could be confusing to children.

The childminder has completed her registration training and several other courses which include disability awareness and inclusion, social communication difficulties, EYFS, safeguarding and policy writing. She has begun to reflect on her practice and is planning to contact Ofsted to enable her to access the self-evaluation form on line. She is committed to continually improving her own childcare knowledge by sharing good practice with other childminders and attending further training.

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

Children are happy, confident and settled with the childminder because she is warm and responsive to their individual needs. She provides them with familiar routines, lots of praise and encouragement and consistent boundaries as they develop their independent and social skills such as sharing and taking turns. Children confidently explore the activities on offer to them, secure in the knowledge that childminder is always on hand to join in their play. They enjoy sitting with her to complete puzzles, to play with the dough and to sing action songs. The childminder spends time playing with children and talking to them to extend their language and listening skills. She effectively uses activities to encourage children's counting skills and to help them recognise colours, shapes and numbers.

The childminder knows the children well and plans a range of indoor and outdoor activities throughout the week that support their learning across the six areas. She observes children as they play and makes systematic and regular assessment to

ensure that children's next steps are identified and planned for. Her sound links with the nursery school allow her to build on what they are doing at nursery. For example, she is currently helping children to recognise the letters in their names, linking letters and sounds and writing their own name.

Children walk to and from nursery and local activities and the childminder uses this time to encourage children to learn about the world around them and to talk about road safety. Children also enjoy outings to various toddler groups, parks and the library as well as trips on the ferry and light railway. They have access to a good variety of positive image resources to help them learn about disability and different customs and cultures. Children enjoy their spent in the garden watching and talking about the aeroplanes that regularly fly over and developing their physical skills.

Children's health and welfare is well supported through good standards of hygiene and cleanliness in the childminder's home and well documented policies and procedures. Children are encouraged to adopt healthy lifestyles by learning good personal hygiene routines such as washing their hands after going to the toilet and before meal times. Liquid soap and individual towels for each child are provided to reduce the risk of cross infection. The childminder promotes healthy eating and offers children a healthy balanced diet with fresh fruit snacks and water to drink. Provision is made for children to rest during the day and to have access to regular fresh air and exercise.

## 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	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

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