

## Inspection report for early years provision

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<b>Unique reference number</b>	109936
<b>Inspection date</b>	11/04/2011
<b>Inspector</b>	Linda Nicholls

<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.

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## **Description of the childminding**

The childminder has been registered since 1993 and lives with her two adult children in Abbeywood, the London Borough of Greenwich. Registration is for the Early Years Register and both the compulsory part and the voluntary part of the Childcare Register. Registration does not include overnight care. All ground floor areas of the childminder's house are used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three children in the early years age range on a flexible basis. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

A well-developed knowledge of each child's unique needs promotes their welfare and learning development successfully. Children are safe, secure and enjoy learning about their local area and the world around them. Overall, children progress well, given their age, ability and starting points. Self-evaluation and a reflective practice ensure development priorities are identified and acted upon, resulting in provision that is continuously improving.

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

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

- monitor individual progress and record the next steps to learning so that every child has an enjoyable and challenging learning and development experience and parents are clearly informed of their child's progress.
- encourage children to respect and value others by providing positive images of all children including those with diverse physical characteristics, including disabilities.

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

Safeguarding procedures are given high priority. The childminder has refreshed her safeguarding training and is clear about her role and responsibilities. Children are supervised directly at all times. The childminder ensures all appropriate checks are completed for adults living in her home. She follows a consistent implementation of her policies, procedure and practice to ensure children's health, safety and well-being are met. Routine risk assessments together with a good understanding of

safety procedures ensure that the premises are safe and hygienic. The childminder makes good use of a variety of resources from within the home and at public venues such as the local library, local pre-schools and a children's centre. The indoor space is well organised with resources easily accessible to the youngest child. These are stored in open top boxes or are free standing. Routine outings and walks to and from school are risk assessed to ensure children access fresh air, physical exercise and gain from natural outdoor experiences. Children play safely in the home and secure garden and learn to be increasingly responsible for their personal safety. There are books, small world and role play items, construction equipment, keyboard, number pads and battery-operated interactive toys available for children to extend their play and build on their knowledge and understanding of the world.

The childminder shows a strong commitment to equality and diversity working effectively with parents to gain information about children's starting points and achievements at home. Children clearly benefit and thrive from effective procedures to help all children and their families settle quickly. The childminder recognises different cultural and annual celebrations such as birthdays. Some resources reflect the families she works with and those of the wider community. There are however, no resources that reflect children with special educational needs and/or physical disabilities. The childminder has established links with other registered provisions, including other childminders, schools and pre-schools, thus ensuring an active continuity in children's care and learning.

The childminder has focused aspirations for quality through ongoing training for improvement. Starting points and developmental observations are held in individual files although these are not linked to the six areas of learning or the early learning goals. Planning for next steps of learning is not identified. Regular discussions with parents keep them well-informed of their child's experience while in her care. She has initiated a self-evaluation record and informally reflects upon her practice to consider ideas for the further development of her service. The childminder has identified priorities for the improvement of her provision, such as gaining further training in food safety and hygiene.

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

Children are happily settled and engaged in their play. They develop good relationships with the childminder who provides highly effective emotional and practical support. Children receive lots of praise and encouragement so they develop positive behaviour and good levels of self-control. They are able to make independent choices to explore a stimulating range of equipment, including soft toys, cars, figures and shape sorters. They learn social skills as they meet others from their local community with regular visits to the local library or social clubs. Children are confident to share how they feel with the child minder, giving her a kiss and smiling when they are cuddled, because they feel secure. The childminder provides an excellent role model so children learn to contribute and to respect and care for themselves and others.

Children develop effective communication skills rapidly because the childminder interacts and supports them as they practice and expand their language skills. She describes what they are doing, discusses events and asks questions to challenge them and make them think. They learn to listen with care as she invites them to show her what they want to play with or explain what they want to do next. Children learn to recognise letters, the names of colours and number as she points to the numerals on the walker or sings nursery rhymes.

Children learn how to stay safe. They talk about safety issues with the childminder, such as road safety, as they walk in the locality. They learn about healthy lifestyles including good hygiene procedures, taking responsibility for keeping their hands and faces clean. Fresh drinking water is available should they need it and the childminder works closely with parents who supply healthy and nutritious light meals. Children develop their muscles as they swing the golf clubs, pedal the car or kick a football. They are proud of their achievements throwing their arms into the air and smiling as the childminder applauds their attempts and successes to hit the ball.

Children make significant gains in their learning because the childminder provides a stimulating and welcoming environment. They benefit from her thoughtful and effective organisation of activities to reflect rich and varied experiences that act as a foundation to the development of their future skills. Observations are made although assessment and planning for next steps are not recorded. Children are eager to learn because the childminder is highly experienced and knowledgeable as to how children learn through play. The needs and interests of individual children, such as an interest in the names of cars or football are incorporated into informal planning so children are absorbed and engaged in what they do. The childminder provides children with experiences such as shopping or gardening so they acquire knowledge and understanding of the world. Children are encouraged to be creative using a range of materials and media such as colouring pencils to express their ideas. The childminder is confident to allow them to follow their own interests and to take an active lead in their own learning. Children show a very good awareness of themselves and others, they know the names of those they meet at the childminders home.

## 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	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

<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