

Inspection report for early years provision

Unique reference number	EY332291
Inspection date	17/05/2011
Inspector	Mary van de Peer
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2006. The childminder lives with her three children in a second floor flat, close to the centre of Woolwich, in the London Borough of Greenwich. Most of the childminder's flat is used for childminding and there are nearby parks for outside play. The childminder is registered to care for a maximum of four children under eight years at any one time, of whom three can be in the early years age group. The childminder is currently caring for two children in the early years age group as well as a school aged child. The childminder is a Greenwich Network Childminder and attends local toddler groups. The childminder has a Level 3 in Childcare. The childminder is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register .

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a secure knowledge of each child she cares for. This enables her to support and meet their care, learning and development needs. Children's safety and well-being are promoted well because the childminder has a thorough risk assessment system and safeguarding procedures in place and understands the Statutory Framework's welfare requirements. However, a regular review of the written policies would benefit the provision overall. The childminder has established a good working relationship with parents and others, which helps her to meet their individual needs effectively. The positive use of her self-evaluation and reflective practices ensure that the childminder is successfully furthering her professional development and the continuous improvement of the service she provides.

What steps need to be taken to improve provision further?

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

- review policies and procedures to ensure the continued safe and efficient management of the setting and to meet the needs of the children.

The effectiveness of leadership and management of the early years provision

The childminder has a good level of commitment to promoting children's safety and welfare. All adults living at the property hold current Criminal Record Bureau Checks. The childminder has undertaken recent safeguarding children training and is clear about the procedures to follow should she have any concerns about a child in her care. The childminder has attained a Level 3 qualification in Childcare and has attended a recognised first aid course and displays the relevant certificate.

This information has been shared with the parents through relevant written policies and supporting documentation.

All children benefit from being cared for in a child orientated, comfortable and welcoming environment. Many resources are freely accessible and children have choices in what they play with. There is space available to play in as well as room to rest or just relax. All resources and equipment are of good quality and checked regularly for suitability and any damage. The childminder carries out regular risk assessments on her home to keep children safe and protect them from injury. There are also written risk assessments for each outing children participate in. The childminder supervises children indoors and on outings to ensure they are kept safe at all times. The children also take part in regular evacuation practices. These are recorded along with comments to improve future drills, reinforcing children's understanding of how to keep themselves safe in an emergency.

The childminder has developed a good working relationship with parents. All parents are able to view the childminder's written policies and procedures. However, some of these require further updating with current practices and information. The childminder has daily feedback with parents and has shared the Early Years Foundation Stage documentation with them. The childminder has a procedure to follow when other professionals are involved in the care of the child, helping children to receive continuity of care. She has also built strong links with other childcarers, toddler groups and the local children's centre. Children benefit from this and are learning how to socialise with other people.

The childminder aims to improve and extend her provision for parents and children. She critically looks at what she is providing and takes positive steps to improve such as attending further training, asking parents for their opinions of her service and meeting with other childminders to gain further knowledge and understanding of her role. The childminder actively seeks for ways to ensure that children are receiving the best care and education that she is able to offer.

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

The childminder displays a very good understanding of how children learn. She provides children with a wide range of activities and resources which encourage and support their progress in all areas of learning. Activities are planned according to their next steps and individual interests. Children are also able to make decisions about what they would like to do. Children have free access to many of the available toys and equipment. This promotes their independence and confidence. The childminder knows the children extremely well. She works with parents to monitor their children's development, which enables her to identify their future needs and provide them with activities which are challenging, stimulating and enjoyable. These help to extend their knowledge and learning. The childminder spends time talking and listening with the children. She asks them open ended questions, for example when reading them stories. The childminder provides opportunities to extend their skills and understanding. Activities that

teach children how to match letters, words, shapes and objects or how to count, add and take away. Children play happily with the childminder and the interaction between them is close and caring.

Children are provided with an organised and safe environment in which their welfare is fully considered and promoted. Safety gates are fitted where required and children's toys are stored at their level. Children are taught about road safety and stranger danger so they are learning how to keep themselves safe. Children are very comfortable in the company and care of the childminder.

Children that attend are provided with regular drinks and healthy snacks. Meals are supplied by their parents and so take into account their likes, dislikes and dietary needs. They take part in activities to help them learn about healthy eating such as simple cookery and games identifying healthy foods. Children are beginning to understand about eating balanced diets. The children also understand the importance of personal hygiene routines and are happy to wash their hands regularly as the childminder talks to them when and why they need to do this. Outdoor play takes place in local parks or outside at toddler clubs. They are learning to use the available equipment such as a climbing frame and bicycles, participating in group games, promoting their physical development.

Parents share the starting points for their child with the childminder. She then creates scrap books for each child which hold photographs taken by her or the children and creative work they have done. A learning journey folder is also kept and this contains clear and evaluative observations. The childminder links these in with the early learning areas and identifies children's next steps using them to influence her short term planning. Parents also provide regular updates of how their children are developing at home and the childminder incorporates these with her observations. This means that children's progress is monitored effectively.

The childminder supports children's behaviour by setting a good example for them, she is good role model. She encourages children to respect each other and take turns. Children benefit from praise and encouragement which teaches them to look for attention in a positive way. Children are provided with effective learning opportunities in a safe and caring 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

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