

Inspection report for early years provision

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Inspection date	09/06/2011
Inspector	Justine George
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 has been registered since 1992. She lives with her husband in a four bedroom house in Eltham in the London borough of Greenwich. The premises are close to local shops, schools and parks. The whole of the downstairs is used for childminding. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and both parts of the Childcare Register. She is registered to care for a maximum of six children. There are currently two children on roll, one of whom is in the early years age group. Children attend on a part-time 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.

Children are confident and secure in the childminder's home and they have a wide range of toys and experiences to explore. The childminder has a good knowledge of the Early Years Foundation Stage (EYFS) framework and continues to develop planning systems and use of observation and assessment to monitor children's progress. The childminder is very well organised and all of the required documentation is in place. Her risk assessment is effective and action to minimise potential risks is mostly promptly undertaken to fully ensure children's safety and welfare. The childminder has developed excellent partnerships with parents to maintain a professional and friendly service. The childminder is very dedicated and committed towards driving improvement and she has taken excellent steps to ensure her knowledge reflects current practice.

What steps need to be taken to improve provision further?

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

- develop further a systematic approach towards using observation by including the date in order to clearly monitor the progress children make

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is of paramount importance to the childminder. All of the documentation required for the safe management of the provision is in place and maintained to a good standard and shared with parents. As a result, parents are fully informed of the childminder's responsibilities in caring for children and children are cared for in lines with parent's preferences. The childminder has good

knowledge of child protection safeguarding procedures. She is aware of the areas of abuse and the possible signs and symptoms that may indicate that a child is at risk of harm. She has recently updated her knowledge of this through training and seeking literature. Therefore she is fully conversant of the procedures to follow in the event of any concerns ensuring the protection of vulnerable children. Risk assessment works mostly highly successfully to ensure the home is safe. Currently the fire blanket is not wall mounted, due to recent redecoration, and there is a loose step along the garden path, posing a tripping hazard. These have been identified as risks and action is planned to address this. Children's safety is assured through vigilant supervision.

The childminder's partnership with parents is very admirable. They receive excellent information about how the setting operates through the sharing of informative policies and procedures. In addition, the childminder strongly believes in open communication to ensure clarity and honesty. The childminder seeks excellent information from parents about each child, for example, children's likes and dislikes and family members. As a result the childminder engages well with children as she is able to talk about significant aspects that are important to them, valuing family life and diversity. Equality and diversity is further promoted as the childminder is aware of the importance of working with all those involved in the child's care. This ensures continuity and consistency of care and narrows the achievement gap for children as practitioners work together. In the home children have access to a good range of resources and they choose what they would like to play with. Toys depict cultural diversity and visits within the local community support children in developing social relationships and promote a sense of belonging.

The childminder is incredibly committed towards driving improvement. She is very dedicated and enthusiastic in her role and has embraced the changes within childcare admirably for the benefit of children. She has attended training to develop her knowledge of the Early Years Foundation Stage and continually reflects on her planning and observation systems which show great improvement. In addition, the childminder seeks additional information through use of books and liaison with other practitioners to further consolidate her knowledge.

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

Children's health and safety are well promoted in the setting. The premises are clean and hygienic and routines are in place to develop good hygiene habits. For example, hand washing and hygienic food preparation. Children have regular opportunities for fresh air and exercise using local parks and groups, thus promoting active lifestyles. In the event of children becoming unwell, they are sensitively cared for until parents arrive to collect them. Children are excluded to prevent the spread of infection and the childminder has information about illnesses and exclusion periods, further promoting children's good health. The childminder is fully aware of her responsibilities in administering medication and how to deal with accidents. She has kept her first aid knowledge up-to-date and all the required

documentation is in place.

Children make a positive contribution as they have developed loving relationships with the childminder. They very much enjoy cuddles and chatting about their interests which the childminder responds to showing genuine empathy and interest. Children are well behaved and any challenging situations are effectively dealt with calmly and help to remind children of behavioural expectations. For example, the childminder talks with children to develop their understanding and any discrimination is actively challenged to support children in developing respectful attitudes towards others. Children show good levels of confidence as they choose what they would like to play with and communicate their needs to the childminder, showing a sense of security and trust outside the family home.

Children enjoy and achieve and develop good skills for the future. They have a lovely range of toys to explore and also visit various places of interest to stimulate their curiosity of the wider world. Children very much enjoy role play playing with the pretend kitchen and cutlery items, acting out real life experiences. Children enjoy digging and planting and they look for items of interest such as cones and leaves at local parks and green areas. Such experiences have led to discussion about food growth and life cycles. The childminder plans activities that support children's next stage of development and for some this is going to school. As a result, children explore exciting experiences that are meaningful as it links with their personal experiences. Children enjoy mark making and are making good progress in their communication, language and literacy development. Children are beginning to recognise and form letters in their name and those of close family members. Children also enjoy other experiences such as play dough and painting where they develop eye and hand coordination and their fine motor skills.

Children are making good progress in their learning and development which is reflected through the childminder's planning and observational assessment. The childminder regularly records what children are doing and collects evidence by way of photos and children's creations which are shared with parents. However, the samples are not dated to show systematic progression and to help her to monitor children's progress fully. The childminder links the observations she makes to the different areas of learning and planning also stems from the observations. The childminder includes the next steps for individual learning as part of planning to provide children with challenge. She is keen to develop this further by including the various activities to show how the next steps will be achieved.

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	1

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	1
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	1
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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