

Inspection report for early years provision

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Inspection date	20/06/2011
Inspector	Christine Hodge
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 was registered in 1992. She lives with her adult son in East Dulwich, in the London Borough of Southwark. The whole of the ground floor of the premises is used for childminding and there is a fully enclosed garden for outside play. The property is close to local schools, parks and transport services. The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of five children under eight years of age. There are currently minding three children on roll, all of whom are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and make good overall progress in this warm, inclusive 'home from home' environment. The childminder is very mindful of children's health and safety. A generally broad range of resources meets children's learning needs overall. Effective partnerships with parents and other early years professionals ensure that children's individual needs are consistently met. Self-evaluation, discussions with other childminders and continued training enable the childminder to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop observation and assessments, linked to the areas of learning to identify learning priorities to plan relevant and motivating learning experiences for each child
- extend the provision of positive images through resources and activities that further supports children's awareness of differences in religion, culture and disabilities

The effectiveness of leadership and management of the early years provision

The childminder ensures children are kept safe by completing daily checks of her home, together with more rigorous risk assessments of the setting and outings. She regularly updates her safeguarding knowledge by attending refresher training and is fully aware of her role and responsibility for recording and reporting any concerns in line with Local Safeguarding Children Board procedures. She holds a valid first aid certificate and ensures that adults living in her home are

appropriately vetted. Although the childminder does have all required documentation in place, her record keeping is a little disorganised.

The childminder welcomes all children and families into her home. She recognises the uniqueness of each child and ensures that their individual needs are met. She works closely with parents and other early years professionals and shares information on a regular basis. For example, her links with the local nursery school children also attend enables her to provide support and continuity in children's learning. Regular verbal feedback with parents ensures they are aware of their children's progress and routines. Children have easy access to a good selection of age appropriate toys and books, enabling them to make choices about their play.

The childminder works in close partnerships with parents, health care professionals and other early years providers to support children who may, at times, need additional support. All children and families are welcomed equally and activities are adapted to include all children, giving due regard to their age and abilities. Some resources provide positive images of cultural diversity and disability to help children learn about all areas of society, although these are limited.

The childminder is very experienced and has been caring for children for many years. She continues to be committed to keeping her childcare knowledge up-to-date through regular training with the local authority. She has addressed the recommendations set at her previous inspection and regularly meets up with other childminders to share good practice. She has completed her self-evaluation form by hand, to help her identify areas for future improvement.

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

Children feel safe and secure in the setting because the childminder builds their confidence through familiar routines and positive relationships. She supports them in their learning by providing a good range of indoor and outdoor activities that cover the six areas of learning, even though she only cares for children on a part time basis. "All About Me" forms filled in by parent provide the childminder with good information about children's starting points, likes and interests. She knows the children well and has started to complete simple observations and has photographic evidence to records activities. However, the information is not clearly linked to the areas of learning and does not identify how she plans for next steps in children's learning.

The childminder spends time playing, talking and listening to children. She promotes their language skills well. For example, when children's speech is not clear she listens carefully and repeats words clearly, this ensures she has correctly interpreted what the child has said and allows the child to hear the correct sound. Children enjoy sitting with the childminder to complete puzzles, to listen to stories and to sing familiar songs. They enjoy making marks and various creative activities to develop their early writing skills.

Children walk to and from nursery, the library and park and the childminder uses this time to encourage children to learn about the world around them and to reinforce children's understanding of colours, numbers and shape. For example, she encourages children to count how many blue cars they can see, and they talk about the weather and the seasons. Children learn about road safety and stranger danger, on these occasions, so they understand how to keep themselves safe. In the garden children enjoy helping to plant and water the flowers as they watch them grow. Visits to local toddler groups enable children to socialise with other children and to take part in activities different to those provided at home.

Children's are cared for in an environment which offers a high standard of cleanliness and hygiene. Children develop healthy habits and good hygiene practices. The childminder promotes healthy eating although parents tend to supply their children's meals and drinks. Physical activity is an important aspect of children's daily routine as they develop and grow. They enjoy playing in the garden and often visit local parks and toddler groups which allow them to be active and develop their large motor skills. The childminder is sensitive in her management of children and their behaviour. She focuses on positive reinforcement by constantly praising and encouraging children's achievements and by helping them to develop their independent and social skills. As a result children are happy, confident and generally well behaved.

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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