

Inspection report for early years provision

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Inspection date	12/07/2011
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 2001. She lives with her husband and adult son, in a five bedroom house, in East Dulwich, in the London borough of Southwark. The whole of the ground floor of the childminder's house, is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of four children under eight; of these, no more than three may be in the early years age group at any one time. She is currently minding three children in the early years age range who attend on a part time basis. The childminder walks to the local schools to take and collect children and attends the local parent/toddler groups. She 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 stimulating, inclusive and caring home environment in which children are happy and make good overall progress in their learning and development. Her secure knowledge of the children in her care together with well established relationships with parents enables her to meet children's individual needs. Priority is given to children's health and safety which is underpinned by comprehensive policies and procedures that are shared with parents. The childminder is committed to continuous improvement and achieves this through self- evaluation, meeting up with other childminders and attending training.

What steps need to be taken to improve provision further?

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

- increase children's understanding that text carries meaning by labelling resources
- strengthen systems for planning by introducing planning records.

The effectiveness of leadership and management of the early years provision

The childminder fully promotes children's safety. She regularly attends training to update her safeguarding knowledge in line with Local Safeguarding Children Board procedures, and her comprehensive policy ensures that parents are informed about her role and responsibility for protecting children. She carries out thorough risk assessments on her home and for outings and keeps accurate records of fire drills and checks to smoke detectors. All family members have been vetted and the childminder holds a valid first aid certificate. All required documentation is in place and is well maintained.

The childminder welcomes all children and families into her home and promotes equality throughout her practice. She recognises the uniqueness of each child and ensures their individual needs are met. The childminder makes good use of the available space within her home. The extensive range of good quality play resources, which include positive image toys and books, are attractively and very well deployed, allowing children maximum opportunity to independently select what they want to play with.

The childminder builds up close relationships with parents and written testimonials state that they are very happy with the care and development of their children. Verbal information is exchanged on a daily basis and parents can ring the childminder out of hours if they wish to discuss any other issues. The childminder has a positive attitude to working with other early years settings children attend. She is committed to providing children with good quality care and uses self-evaluation effectively to reflect on her practice and to identify areas for improvement. For example she is planning to introduce feedback sheets for parents and to develop planning sheets. She regularly meets up with other childminders to share good practice and since her previous inspection she has addressed the recommendations set and has completed a CACHE level 3 Diploma in Home- Based Childcare.

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

Children are well supported in their learning and development. The childminder undertakes sensitive observations as children play which are linked to the six areas of learning and which identify learning intentions. The information is used effectively to plan for their next steps. Daily routines include a good balance of child initiated and adult led activities both indoors and outdoors. The childminder cares for different children on different days and although she does not have any formal planning, she ensures that she provides activities that cover the six areas of learning and which are based on each child's individual likes and needs.

Children are happy, settled and feel safe in the setting because they develop close relationships with the childminder and her family. They enjoy their time spent with the childminder and actively engage in the stimulating and interesting range of activities available to them. Children increasingly using language to express their ideas and to talk to the childminder, who spends a lot of time playing and interacting with them to extend their learning. Children develop an interests in books from an early age because they have easy access to an extensive range of books. They also enjoy sitting with the childminder to listen to their favourite stories and go on trips the library and 'Book Start' group. However, opportunities are missed to increase children's understanding that text carries meaning as there is no labelling on resources. Children are very creative and express themselves through various painting activities, role play, dressing up, small world resources, musical instruments and singing songs. The childminder confidently uses activities to reinforce children's understanding of colour, shape and numbers. Children enjoy

sitting with the childminder to develop their problem solving skills as they complete puzzles and build with construction resources. They learn about the wider community on trips to the park, library, toddler groups, museums and zoos.

Children's welfare is well supported by good standards of hygiene and cleanliness in the childminder's home and well documented policies and procedures. Children are cared for in clean, bright surroundings. They are encouraged to adopt healthy lifestyles and understand the importance of good personal hygiene routines such as hand washing after going to the toilet, playing outside and before meal times, as well as brushing their teeth after lunch. The childminder promotes healthy eating and involves older children in choosing menus. Meals are cooked freshly each day and children are encouraged to eat fresh fruit and help themselves to drinking water through out the day. Children engage in daily physical activities in the garden and at the park and are increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyles. Provision is made for children to rest during the day. The childminder promotes positive behaviour by continually praising and encouraging children's achievements and allowing them to develop good social and independent skills.

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	1
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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