

Inspection report for early years provision

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Inspection date 28/07/2011
Inspector Josephine Geoghegan

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 2001. She lives with her husband and their four children who are all aged over the early years age range. They live in the Bermondsey area of the London Borough of Southwark. Children have access to all areas of the home and there is a communal garden available for outside play. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She is registered to care for four children under eight, of these not more than three may be in the early years age range. There are currently three children on roll in the early years age range, of these one child is learning English as an additional language. The childminder does not provide overnight care or employ an assistant. The family pets include one tank of fish. The childminder holds a recognised Level 3 qualification in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the childminder shows a strong capacity to maintain continuous improvement as she has successfully improved many aspects of her provision since the last inspection, including attending a broad variety of courses that extend her knowledge of childcare and education. The childminder uses a variety of methods to evaluate the quality of her service, although some aspects of her service are more thoroughly evaluated than others. The childminder successfully implements a broad range of procedures that promote children's welfare, although the record of risk assessments of the home does not show all required details. The needs of all children in the Early Years Foundation stage are met effectively, with outstanding aspects relating to children's levels of enjoyment, achievement and developing their future learning skills. This is due to the childminders clear understanding of the children's individual learning needs and effective methods of tracking their progress in all areas of learning.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the record of the risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident. 17/08/2011

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

- extend the methods of self-evaluation to include all aspects of the provision.

The effectiveness of leadership and management of the early years provision

Good systems are in place to help safeguard children as the childminder shows a clear understanding of appropriate procedures and she has recently attended a safeguarding course. She also keeps relevant safeguarding documents easily accessible. This ensures that she is able to take prompt action if she has any concerns regarding children's welfare. In addition, she ensures all required documentation is used and stored appropriately, such as records that show children's individual details, their attendance and any accidents or medication administered. The childminder ensures the home is safe and well maintained. She has conducted a risk assessment of the home and relating outings, although she has not recorded all required details in the risk assessment of the home.

The childminder has devised a good range of policies and procedures that support the management of her service. She shows a good awareness of working in partnership with other agencies as needed and liaises closely with parents to ensure children's additional needs are met. Children participate in planned activities that help them learn about a variety of cultures and beliefs. They learn about the community in which they live through regular outings in the local environment and use a range of toys and books in the home that promote diversity. The childminder demonstrates a clear awareness of children's individual backgrounds and needs; she organises the daily routines well, enabling children to participate in a broad range of activities and outings that are suitable for their age and stage of development. In addition, the childminder ensures that the home is well organised, as a result this good use of time and space ensures that deployment of resources is effective.

The childminder shows a strong commitment to driving improvement as she has met all recommendations raised at the last inspection appropriately. She has also attended an extensive range of courses which shows her continuous commitment to keeping up to date with current practice and extending her knowledge of childcare. The childminder conducts regular evaluations of children's progress and shares information effectively with parents. She is establishing methods to evaluate the quality of her service, although this process is in its infancy as her current evaluation does not yet reflect all aspects of her provision.

The childminder has established excellent methods of engaging with parents. She keeps them well informed about their children's progress and welcomes their comments on a regular basis. This promotes consistency between the home and childminders care as parents are included in prioritising their children's next learning steps. The childminder makes time to discuss all events of the day when children are collected. She regularly seeks parent's views through questionnaires. Parents report that they are very happy with the care provided and that they appreciate the practical childcare advice offered by the childminder. They report that they love seeing the photos and observations written by the childminder and how their children are treated like members of the family.

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

Children benefit from a welcoming environment where they are relaxed and move freely throughout the home. The childminder provides a good range of learning experiences and ensures the play space is used to the maximum potential; this good organisation enables children to engage in activities that reflect all areas of learning. In addition, children participate in regular outings to local parks and a variety of children's groups. They are provided with a range of good quality toys and books that are well organised, as a result, children freely select resources from the childminder's children's bedroom, developing their independence. They also show a positive contribution to their learning environment as they help to set out the child-sized table and chairs for snack time and know where to put them away again, along with any toys that they have used. Children's sense of belonging is enhanced as the hallway is decorated with photos of them participating in activities and outings. They also add their names to the board which is titled 'who is here today'.

The childminder offers children a variety of fresh fruit and drinks throughout the day; children talk about the fruits that they like and make healthy choices such as deciding when they are ready to eat their lunch; this helps them to adopt healthy lifestyles. The childminder shows high regard to maintaining appropriate food safety standards when preparing foods supplied by parents. Children's individual dietary needs are known and respected. Children are supported in developing their self care skills; they develop their awareness of good hygiene practice through well established routines that help stop the spread of infection.

Children are well behaved and show good relationships with the childminder and each other. They play well together and are supported in learning good codes of conduct such as sharing and taking turns during play. They freely approach the childminder, inform her of their needs and seek comfort; this good relationship shows that children feel safe while they are in the childminder care. Children develop their awareness of safety within the home and while on outings. They become familiar with emergency evacuation procedures through regular practice drills with the childminder.

Excellent methods of tracking children's progress have been established as the childminder makes consistent observations and assessments of children's progress. She clearly links her observations to the areas of learning and highlights children's individual learning priorities. The childminder then collates her assessments into written reviews of children's progress which are shared with parents. Highly effective systems are in place to show children's learning and development achievements over time as the childminder links her assessments to a tracking document appropriately. Children's assessments are supported by photos of them participating in a broad range of activities and outings that reflect all areas of learning. The childminder plans a broad range of activities and outings that relate to children's needs and interests. She supports children well during play by encouraging them to make choices and responds quickly to their interests and

needs.

Children's language skills are enhanced as the childminder engages them in meaningful conversations; she asks questions that make them think and encourages them to express their views. In addition, children's home languages are acknowledged and their awareness that print carries meaning is enhanced as the childminder has some key words displayed in English and French. Children show an awareness of these words that they use to greet each other and say goodbye.

Children explore colours, shapes and the effects of light as they use the sensory tent and a range of accessories such as the light-up board. They enjoy taking turns to put the shapes onto the board, naming the colours and talking about how pretty they look. Children also show an awareness of operational toys as they know how to use the variety of torches and gadgets in the sensory tent; this helps develop their awareness of technology. Children develop their physical control as they climb in and out of the small ball pool and tunnels. They have good opportunities to use a variety of large equipment that extend their physical skills during outings to the park. The childminder is also an active member of the local children's centre, enabling children to engage in a broader range of activities.

Children use number during play, for example, they freely count their toys. They develop their problem solving skills as they use a variety of puzzles and construction sets. They develop their free creative expression as they make purpose full marks and use paint, collage and malleable materials during adult led activities with the childminder. Children listen well to stories read by the childminder, developing their speaking and listening skills as they join in appropriately with key words and animal sounds. The childminder is attune to children's attempts at speaking and gives them praise as they answer questions about the story and pictures; they repeat new words, developing their vocabulary. They make good connections as they talk about objects and their uses.

Overall, children have excellent opportunities to enjoy, achieve and develop their skills for the future. They are interested to learn and use resources purposefully which promote all aspects of the early learning goals. This is coupled with the childminders well established methods of assessing children's progress and planning a broad range of activities that meet their individual needs.

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	1

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	1
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	1

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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