

## Inspection report for early years provision

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<b>Unique reference number</b>	401730
<b>Inspection date</b>	27/09/2011
<b>Inspector</b>	Pamela Paisley
<b>Type of setting</b>	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 2000. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband, two adult children and a 14-year-old in Blackheath within the London borough of Greenwich. The whole ground floor and bathroom facilities on the first floor of the childminder's home are used for childminding. There is a fully enclosed garden available for outdoor play and the family has a cat. The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of which may be in the early years age group. She is currently minding one child on a part-time basis in the early years age range. She also cares for children aged over five years to eight years.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder makes good use of her time and resources to support children's development and, overall, uses systems for observations and assessments reasonably well to plan for children's next steps of learning. The childminder provides a welcoming environment where children are making good progress in their learning. Children are able to participate fully because activities are thoughtfully adapted to meet their individual needs and play materials and resources provided promotes most areas of learning. The childminder has effectively addressed all recommendations from her last inspection to maintain continuous improvement. She is strongly committed to inclusion and enthusiastic about undertaking relevant training to further improve 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:

- develop knowledge and understanding of how to link activities to the early learning goals
- improve the range of play materials and resources that reflect positive images of culture and disability.

## **The effectiveness of leadership and management of the early years provision**

Children are well protected because the childminder has a good knowledge and understanding of her role and responsibilities in safeguarding children in her care. The childminder maintains well-documented records, policies and procedures that underpin the service she provides. These are regularly updated and shared and

discussed with parents. The childminder carries out rigorous risk assessments which are regularly reviewed to maintain children's safety within her home. Appropriate safety equipment is used according to the age and needs of the children attending.

The childminder has a good knowledge of each child's background, and promotes inclusion for all children through keeping thorough records of each child's individual needs and all aspects of their progress. The childminder has made improvements to the service she provides. Since the last inspection she has improved her record keeping and made sure that all necessary policies and procedures are in place. The childminder has started to evaluate her provision to improve outcomes for children. She is committed to making further improvements through providing more opportunities for children to use large outdoor play equipment and she intends to go on further training to enhance her childcare knowledge. Children have easy access to a wide range of stimulating resources offering different activities to extend their play and develop their independence. Children are learning about diversity through books and discussions with the childminder, although have limited access to play materials that reflect positive images of culture and disability.

The childminder has strong links with other early years provisions where children attend. Information is regularly shared and used to promote children's achievements and well-being. The childminder has a well-established partnership with parents, which helps ensure each child's needs are met. She speaks to parents at the end of each day and informs them of their child's day. She will often give advice and reassures them when they are worried about their children. Older children are encouraged to give their views about the provision through the use of questionnaires and the childminder intends to develop this further by obtaining feedback about the service she provides from parents.

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

The childminder plans and provides a wide range of stimulating activities and experiences that take into account the ages and stages of development of the children in her care. Her home is well organised, creating a child-friendly environment which enables children to explore and take risks while being appropriately supervised. Children are learning to keep themselves safe as they practise fire drills to help them become familiar with the routine in the event of an emergency. The childminder has begun to make observations and assessments to help her plan for children's next steps of learning but is not yet fully secure in her knowledge of how to link activities to the early learning goals. Children enjoy listening and dancing to different types of music and using musical instruments, such as drums and shakers. They are able to express themselves through the use of different types of media for painting and arts and crafts. Children have good access to programmable toys and a computer which they are learning to use independently. Children are learning about their local community as they visit various shops in the local village, such as supermarkets, banks, pet shops and the

Post Office. Children enjoy exploring outdoors and often go for walks through various parks and have great fun looking for snails, spiders and slugs.

The childminder provides daily opportunities for children to enjoy a wide range of rhymes, music and stories. The childminder ensures that she continually engages in conversation with the children so that they are hearing language all the time and have access to crayons and pencils for mark making and drawing. Children are becoming independent and often make their own choices about play materials and activities, and younger children are beginning to feed themselves with finger food. Children have a regular chance to socialise with other children of a similar age. They are beginning to form good relationships and are learning to share and take turns when playing as they attend toddler groups and visit the local library to borrow books. Children engage in a good range of physical activities that help to keep them healthy. Babies are developing good physical skills as they pull themselves up and crawl with great confidence around the floor to make their own choices about toys and play materials. Children enjoy going on swings, slides and climbing frames at parks. Their skills are also promoted through the use of different types of modelling dough. Children eat healthily and the childminder ensures that fresh fruit and vegetables are part of their daily diet and their individual needs are taken into account. She makes sure that children experience different tastes, such as meals from various cultures. Children are learning good problem solving skills as they work out how to complete puzzles and use shape sorters. The childminder makes sure that children are hearing numbers through counting blocks and singing number rhymes.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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