

Inspection report for early years provision

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Inspection date	06/10/2011
Inspector	Liz Caluori
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 1999. She lives in Blackfen, South East London with her husband and two children aged 16 and 14 years old. Childminding generally takes place on the ground floor with toilet facilities on the first floor. There is also a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years of whom no more than three may be in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in the safe, comfortable and generally well organised and resourced environment. Effective systems for assessment and planning ensure that children are progressing well in their learning and development. Children benefit from the positive relationships in place with their parents and carers, although arrangements for partnership working with other professionals have yet to be fully established. A strong commitment to continual improvement and self-evaluation results in a service which is constantly evolving to meet the needs of the children and their families.

What steps need to be taken to improve provision further?

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

- develop further the range of resources in order to reflect the ethnic, cultural and social diversity in society
- extend the relationships in place with other early years providers to more readily share information specifically relating to children's learning and development to support a consistent and coordinated approach to future planning
- improve the opportunities for children to take part in freely expressive arts and crafts activities in order to learn to value their own ideas.

The effectiveness of leadership and management of the early years provision

Children are well protected as the childminder effectively undertakes risk assessments to identify potential hazards and puts appropriate precautions in place to keep them safe. The childminder demonstrates a good understanding of her

responsibilities in relation to child protection. She is confident in her ability to identify the potential signs and symptoms of abuse and has arrangements in place to report her concerns if necessary. The childminder maintains all of the documentation required for the safe and efficient running of her service.

A good focus is placed on self-evaluation and reflection and the childminder uses questionnaires to gather the views of parents and carers in order to identify areas for improvement. Parents and carers are provided with a range of clear and informative policy statements outlining the childminder's practices and responsibilities. Information relating to children's development and wellbeing is also shared very effectively through discussion, contact dairies and assessment records. The childminder maintains friendly relationships with other early years providers involved in delivering the Early Years Foundation Stage to the children in her care. However, she does not routinely exchange information about their progress in order to ensure a consistent and coordinated approach to their future planning.

Children are provided with an impressive selection of toys and equipment aimed at promoting their all round development. These are well maintained and successfully engage children's interest, but only a selection is set out at any one time which means they are not all available for children to access independently.

Children benefit from the good level of attention paid to identifying and meeting their individual needs. The childminder regularly takes them to groups to mix with others in the community. She also supports the children to learn about different customs, traditions and celebrations but has not fully developed their play environment to reflect the ethnic, cultural and social diversity in society. The childminder gives good consideration to the way in which she may need to extend or adapt her service in order to provide care for children with special educational needs and/or disabilities but has not yet been required to do so.

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

Children are progressing well and have access to activities aimed at addressing all areas of their learning. Overall they receive good support and encouragement to choose the activities they wish to take part in, enjoying extended periods of free play in the childminder's home. They also benefit from a much broader range of opportunities and experiences when attending local groups. The childminder is particularly skilled at promoting children's communication and language skills, speaking constantly to them, using good eye contact, clear plain English and an appropriate amount of repetition. Children are also developing particularly well in their problem solving and numeracy. Babies confidently explore a selection of activity centres, celebrating their success in activating lights and sounds and older children learn to count, sort and compare. However, art and craft activities tend to be planned by the childminder with an expected outcome, for example gluing and

sticking into pre-drawn shapes. Whilst children enjoy the positive reinforcement they receive for their efforts, they are not sufficiently encouraged to create art work from their own imagination.

Good food hygiene arrangements are in place and the childminder promotes healthy eating and ensures that children's dietary requirements are respected. Drinks are also constantly available. Appropriate nappy changing procedures are in place and older children are encouraged to develop their self-care skills, for example understanding the importance of washing hands after using the toilet. Children's physical development is effectively promoted through regular outdoor play both in the childminder's garden and on outings. Babies are given good encouragement to develop their mobility, being provided with a good amount of clear floor space in the lounge.

Children are well prepared for their transitions into school and for their later life. They are polite, well behaved and are generally developing extremely good social skills. They are regular visitors to local schools and are confident to make choices and decisions and also develop practical skills such as using computers. All children demonstrate a very strong sense of security and wellbeing in the childminder's care. Babies respond well to her warm and caring interaction, smiling in response to her friendly voice and her good use of facial expressions and eye contact. Older children are supported to develop skills in order to protect themselves, for example knowing that it is necessary to wear sun screen when playing outside on hot days.

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	3
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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