

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY218619
<b>Inspection date</b>	11/10/2011
<b>Inspector</b>	Marcia Robinson
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 was registered in 2002.

She lives with her husband and three children, aged eight, six and 10 years old in Thamesmead Central, in the London borough of Greenwich. Several bus routes are close by and schools, shops, a library and public parks are within walking distance. The whole of the ground floor is used for childminding purposes and there is a secure 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 is registered to care for a maximum of four children under eight years at any one time, no more than three may be in the early years age range. When working with an assistant, the childminder is registered to care for a maximum of seven children under the age of eight, of these no more than five may be in the early years age range. Currently she is working alone and caring for one child in the early years age group. The childminder is a member of the National Childminding Association and is also part of the approved childminding network for Abbey Wood and Thamesmead.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes most aspects of the Early Years Foundation Stage requirements within the well organised and inclusive environment. Overall, children make good progress in their learning given their age, ability and starting points. The warm and welcoming environment ensures children are safe and well cared for. Engagement with parents is generally good and ensures that the childminder has a thorough understanding of children's individual needs and abilities. The childminder is eager to pursue improvements and is beginning to make good use of the process of self-evaluation to help further improve outcomes for children.

## What steps need to be taken to improve provision further?

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

- encourage parents to contribute to the ongoing observation and assessment process
- strengthen systems for observation and assessment by making sure next steps are consistently identified across all areas of learning and being used to lead future planning
- extend the methods of self-evaluation to ensure all aspects of the provision are evaluated effectively.

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

The childminder's provision is organised well overall. She has attended safeguarding training. It is also a subject that is regularly covered at childminder network meetings, so she has a good understanding of her role and responsibilities within this area. The childminder carries out regular risk assessments for her home, garden and outings. She uses visual daily checks to identify hazards and supervises children well as they play and move around the play areas so the risk of any harm is minimised. All documentation required to promote children's health, safety and well-being is in place, including up-to-date accident, medication and attendance records. The childminder has a first aid box in place and has completed a relevant first aid course.

The childminder has made good progress since the last inspection by meeting all recommendations made appropriately. She shows a strong commitment to driving improvement. She continues to work as part of the local childminding network. She regularly attends the childminding groups to ensure she keeps up to date with current practice. The childminder reflects on her practice and seeks the views of parents as part of her self-evaluation of her provision. However she does not currently give full consideration to evaluation of the effectiveness of all areas of her service.

Outdoor and indoor spaces, furniture, equipment, and toys, are safe and suitable for their purpose. Children can play in the front room, kitchen and the garden. The door to the garden is left open so children can choose where they would like to carry out their activities. They can help themselves to resources easily which helps children to take initiative and develop increasing independence.

Good relationships with parents are highly beneficial to the continuity of care and learning that the children receive. Parents play an active part in their child's induction, as they help to settle their children into the childminding environment over a gradual period of time. During this time, the childminder gathers information about children's individual needs and starting points from parents to enable her to effectively build on what children already know. Parents are kept informed about their own child's care, learning and development on a daily and weekly basis. This is complemented by a more formal review system throughout the year when parents can see the childminder's written observations of their children's development. However, the childminder does not encourage parents to contribute to the observation, assessment and planning cycle to ensure they are fully involved with their child's learning. Currently no children attend other providers, delivering the Early Years Foundation Stage and no other professionals are involved in their care or learning. However, the childminder has personal experience of working with other professionals and therefore demonstrates a sound understanding of how she will work in partnership to benefit the children, as and when the need arises.

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

The childminder has good knowledge of child development and of the learning requirements for the Early Years Foundation Stage. As a result, children are progressing well towards the early learning goals. She uses information about children's starting points as the basis for planning and monitoring children's progress. The childminder knows the children well, treats each with respect and successfully meets their individual needs. She carries out regular observations of children during play and records these in their individual folders. Although these folders hold useful information, including photographs and samples of their children's work, the recording of children's next steps across all areas of learning is limited. This restricts the childminder's ability to fully monitor children's progress.

Children take part in a wide variety of activities and experiences that support their development across all areas of learning. They have good relationships with the childminder, who joins in with their play and makes effective use of spontaneous learning opportunities. For instance, children's interest in the natural world is extended during trips to the local parks where they enjoy investigating and exploring the environment as they go in search of insects and bugs. This is further extended as the children delight in their discovery of a spider's web while playing out in the garden. Here, the childminder supports the children's interest well, allowing them to take photographs of the spider's web using a digital camera, encouraging them to talk about and describe what they can see, such as 'how many spider's are there?'. Children are also developing well in all other areas of learning. Their early language skills are fostered when the childminder talks to them as they play, and encourages them to use new words. They enjoy books and cuddle up for a familiar story or sing and dance along to their favourite songs. They solve simple problems during everyday routines, counting how many steps they go down to the garden, or when they find the correct piece for their puzzle. Children explore and investigate in the sand and water in the garden or at regular visits to local drop in groups. They enjoy building with construction materials or joining in with making the dough to play with. They use their imaginations when they play in the role play kitchen or when they use a wide variety of art and craft materials to make and create things. The children are well behaved and show positive attitudes towards learning. The childminder has a gentle, calm approach and this encourages children to respond effectively to any guidance and praise. Children help to tidy away toys; this enables them to develop a positive contribution to their learning environment as they learn good codes of conduct. They have fun as they use a range of electronic toys and resources, that they explore and activate by pressing buttons. Their activities help them to develop the skills that they need for their future learning.

Children are happy and settled in the childminder's home. They show a strong sense of belonging as they move confidently and safely around the home that is generally safe. Children adopt simple good hygiene routines when they wash their hands before they eat using their own towel to dry them, which helps protect them from the risk of cross-infection. A choice of nutritious snacks and freshly home cooked meals are provided, with drinking water available at all times, which

promotes healthy eating. Children benefit from playing outside every day in the garden, at local parks or drop in groups, as part of a healthy lifestyle, enjoying the fresh air and exercise while they practise their existing physical skills and acquire new ones.

## 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	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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----