

## Inspection report for early years provision

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<b>Unique reference number</b>	401674
<b>Inspection date</b>	19/10/2011
<b>Inspector</b>	Angela Ramsey
<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 2001. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives with her four children aged over 10 years in the London borough of Greenwich. The whole of the ground floor is used for childminding and there is a fully enclosed garden which is suitable for supervised outside play. The childminder is registered to care for a maximum of three children under eight years, of these, not more than three children may be in the early years age group, and of these, not more than one may be aged under one year at any one time. She is currently minding one child in the early years age range. The childminder is a member of an approved childminding network and has completed a recognised quality assurance scheme.

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

Overall the quality of the provision is good.

Children's welfare is effectively promoted in the warm, welcoming and homely environment provided by the childminder. She works generally very well with parents to ensure children achieve to the best of their abilities given their starting points and capabilities. Children are making good progress in their learning as they enjoy a variety of well-organised and stimulating activities. The childminder is committed to bringing about improvements to her provision and action taken has a positive impact on the outcomes for children.

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

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

- enhance children's progress records to clearly show the next steps for their learning and encourage parents contributions to the observation, assessment and planning cycle.

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

The childminder demonstrates a strong awareness of her role and responsibilities in relation to safeguarding the welfare of the children in her care. She is fully aware of the Local Safeguarding Children Board procedures to follow should she have a concern about a child's well-being. She conducts thorough risk assessments for her home, garden and outings to identify potential hazards. She takes effective action to minimise identified risks using safety equipment as appropriate. All required documentation is well-maintained. The childminder has devised written policies that reflect her practice. These are shared and discussed with parents so

they are clear about the provision and the childminder's responsibilities.

Positive partnerships with parents have been established. They are encouraged to get involved in their children's learning and development. Parents have opportunities to exchange information about their children on a daily basis. Each day the childminder completes a daily diary which is shared with parents. Parents are kept up to date about their children's achievements, progress and care needs, such as what they have eaten and how long they have slept. The childminder has a clear commitment to her professional development and has updated her skills through training. She has also evaluates the service she provides effectively to improve outcomes for children.

The childminder is strongly committed to inclusion and actively promotes equality and diversity. She works closely with parents and she becomes familiar with each child's individual needs, such as likes and dislikes with regards to food and sleep routines. Systems to observe and assess children's progress are in place; these identify learning priorities and plan relevant and motivating learning experiences for each child. The childminder is fully aware that if children receive education and care in more than one setting, relevant information should be shared to ensure continuity and coherence. Partnership working has been initiated with nurseries children attend, with the childminder liaising closely with nursery staff.

Resources are well deployed and children can easily take toys from the accessible containers, enabling them to make choices about what they want to play with. The environments both indoors and outdoors are conducive to learning and support children's learning and development.

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

Children are happy, secure and settled in the childminder's care. She has created a comfortable, welcoming and child-centred environment where children are able to take part in a broad range of stimulating activities that promote all areas of their learning and development well. The childminder has a good knowledge of child development and of how children learn through play. She offers good challenge and support to assist their development and acquisition of skills for the future. The childminder has implemented a system to monitor children's development and progress using the Early Years Foundation Stage framework. Each child has progress records that are routinely shared with their parents. These include observations and children's achievements but do not clearly show the next steps for children's individual learning. As a result parents are not actively encouraged to work with the childminder to support their children's ongoing learning in the setting or at home.

The children take part in enjoyable physical activities in the childminder's garden. They practise their ball skills and ride tricycles enthusiastically. The childminder also organises outings to local childminding groups, parks and the library. Children enjoy going on equipment such as swings, slides and climbing frames, which aids

their physical development further. Young babies form positive, secure relationships with the childminder. The childminder establishes routines which enable babies to feel content, safe and secure. The childminder organises space in her home well so that young babies can crawl safely. Babies are encouraged to develop their physical skills through kicking and stretching freely on their tummies and backs as they investigate objects on the 'baby gym'. The childminder puts interesting objects such as crinkly paper and a soft toy just out of children's reach to encourage them to stretch or move towards the items. She also offers support and encourages babies' to gain confidence to stand and walk. The childminder provides ideal opportunities for early 'conversations' with young babies. She talks, shares books, and sings to them and they make sounds in response. She also learns words in their home languages which enable children to feel involved and valued. Children use their imagination as they dress up and sit in large cardboard boxes which become 'cars' and 'boats'. Building using construction bricks and completing puzzles enhances children's problem solving skills. Children are learning about diversity through books which depict people with different cultures, religions and disabilities. Children take part in celebrating various festivals and events such as Christmas, Eid, Nigerian Independence and Chinese New Year. During such celebrations children have the opportunity to taste foods from around the world. Children have regular opportunities to socialise with children of a similar age as they visit other childminders' homes. When children attend childminding groups they are able to interact in a larger group setting. Children are developing a growing independence as they select their own play materials. They are becoming confident in putting on their shoes and outdoor clothing as well as learning to manage their own personal hygiene.

Children's good health and well-being are effectively supported and positive steps are taken to prevent the spread of infection. The childminder's home is clean, her nappy changing routines are hygienic and the children are taught the importance of hand washing. Parents provide their children's meals which are stored appropriately to ensure they remain fresh and, if required, meals are heated through thoroughly.

Children's behaviour is supported well. If required, the techniques used are suitable for the age and stage of children's development, for example, distraction and explaining to children in language they understand why the behaviour is not acceptable. The childminder uses everyday routines to help children to learn how to keep themselves safe. For example, when conducting fire drills she talks to the children about the importance of listening and not stopping to collect their belongings as they leave her home calmly.

## 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

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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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