

## Inspection report for early years provision

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<b>Unique reference number</b>	136778
<b>Inspection date</b>	21/11/2011
<b>Inspector</b>	Pamela Bailey
<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.

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 1986. She lives with her husband and two adult children in the London borough of Greenwich. She lives close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's home is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time, of whom, no more than three may be in the early years age range. She is currently minding four children in this age group. The childminder supports children who speak English as an additional language. The childminder regularly works with an assistant.

The childminder attends several toddler groups and the children's centre on a regular basis. She also takes the children to the local parks and library.

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

Overall the quality of the provision is good.

Children make rapid progress in their learning and development. Systems to support children through observation and assessment are well established. Overall, effective arrangements exist to ensure their safety and health. Strong links with parents help to involve them in their children's care and learning. The childminder demonstrates a capacity to maintain continuous improvement. However, self-evaluation is in the early stages.

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

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

- improve further fire safety by fitting the fire blanket in accordance to the manufacturer's recommendation
- develop reflective practice and self-evaluation to identify the setting's strengths and priorities for development, in partnership with parents that will improve the quality of provision for all children.

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

The childminder has a secure knowledge and understanding of safeguarding children issues. She is aware of her role and responsibility to promote children's

welfare. Regular risk assessments indoors, outdoors and on outings enables the childminder to identify and address any potential hazards. This ensures that children can play, learn and explore without danger. The childminder uses appropriate procedures and routines to promote fire safety. Nonetheless, the fire blanket is not sited according to the manufacturer's recommendation. As a result, it will be ineffective in the event of a fire. There are consistent procedures in place to promote children's good health and prevent the spread of infection. The childminder ensures that all adults working with the children maintain a current first aid certificate. This ensures that children can receive appropriate care if there is an accident.

The childminder has begun to reflect on her practice. She has implemented suitable plans aimed at improving an area of weakness identified. For example, she has further developed systems for observations and assessments, which has a beneficial impact on children's learning and development. The recommendation made at the previous inspection has been fully addressed, which promotes aspects of children's safety. However, systems for self-evaluation are not based on rigorous monitoring and analysis of the provision. Opportunities to actively involve parents in the decision making process about the provision have not yet been fully explored. Nevertheless, the childminder has received some favourable feedback from parents in the form of 'Thank you' cards and letters.

The childminder makes good use of the available resources. For example, trips within the local community and visits to children's groups, as well as the childminder's home environment are used well to achieve the planned goals. The childminder has forged effective links with the local authority early years department, where she is able to access specialist knowledge and skills. The childminder actively promotes inclusion. Positive relationships have been fostered with parents ensuring each child's needs are met. Parents are kept well informed of their child's progress. They contribute to activities at home or events they can become involved in with their children. The childminder works with parents to learn key words and read books in other languages. Children can use their home language in their play. The childminder uses this to help all children recognise and develop respect for other languages. Although there are no children currently attending other providers delivering the Early Years Foundation Stage, the childminder is aware of the need to share information, in order to fully support children's achievements.

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

The childminder closely observes children's play and evaluates their learning. She uses this to identify and plan a wide variety of purposeful, stimulating and fun activities for children that will support further development. Consequently, children engage in activities that sustain their interest and help them develop skills for future learning. Children are settled and have a positive attitude towards learning. Children's self-esteem and confidence is promoted as the childminder gives regular praise and encouragement. Children behave well, listen and respond positively to

the childminder's guidance and advice. They learn to share and take turns during group activities and how to take care of the resources by tidying up and putting away activities after use. Children's understanding of how to keep themselves safe is enhanced further, as they become familiar with the emergency evacuation procedures. Children begin to develop a good awareness of effective personal hygiene routines and self-care skills from an early age. For example, washing their hands after toileting or nappy changes. They learn how to use and dispose of tissues appropriately.

Children benefit from healthy meals and snacks. The childminder regularly offers babies and younger children a drink. Fresh drinking water is readily available for children to help themselves. This prevents dehydration and helps children to begin to think about their own personal needs. Children benefit from nutritious meals and snacks. Their understanding of healthy eating and how things grow is further enhanced. They plant and tend to cress seeds, rocket seeds and use pumpkin seeds as an ingredient in their meals. Children take part in a vast range of physical activities that contribute to a healthy lifestyle. They develop new skills as they learn to catch, throw and kick a ball, and use large scale climbing equipment to develop their balance and coordination.

Simple mathematical concepts such as, colour, shape, size and numbers are woven effectively into the programme of activities. Children are beginning to develop an understanding of weight and measurement through adult-led activities such as, cooking. They continue their cooking experiences during imaginary role play. Children's early communication skills are given high priority. Children thoroughly enjoy listening to stories and use books with confidence. They eagerly participate when re-enacting familiar stories, songs and nursery rhymes. Children have made a collage using pictures of a well-known story which helps them to re-tell the story in their own words. Children have opportunities to begin to recognise and sound letters through pictures and mark-making activities. They enjoy using magnetic fishing rods to hook puzzle pieces which helps to develop their hand-eye coordination. Children become aware of their own and other cultures as they celebrate different festivals. The childminder is consistently caring and supportive of all children's efforts.

## 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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- devise a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 06/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified under the compulsory part of the Childcare Register (Arrangements for safeguarding children) 06/12/2011