

Inspection report for early years provision

Unique reference number	EY362317
Inspection date	08/12/2011
Inspector	Marcia Robinson
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 2007. She lives with her four children, including two adults and two school-aged children. The house is located in a quiet road on a housing estate, close to Woolwich Common in the London borough of Greenwich. Children have access to two floors; including the kitchen/diner on the ground floor and the lounge, master bedroom and toilet facilities on the first floor. There is a fully enclosed garden for outdoor 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 four children under eight years, of whom three can be in the early years age range. The childminder currently has three children on roll in the early years age range. She holds a relevant early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the needs of all children in the Early Years Foundation Stage are met effectively as the childminder provides activities that support their individual learning and developmental needs. She is developing methods of assessing children's progress and provides a good balance of learning opportunities that ensure children are purposefully engaged in play. The childminder recognises each child's individuality, ensuring that inclusive practice is successfully implemented with good working partnerships with parents and others. Comprehensive policies and procedures ensure children are well safeguarded and the majority of requirements are fully met. The childminder shows a strong commitment to maintaining continuous improvement. This is through her connections with the local child development worker and by consistently improving her skills through training and achieving a professional qualification. As a result, she is developing methods of self-evaluation.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain written permission from parents before administering medication to children(Safeguarding and promoting children's welfare) 31/12/2011

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

- improve the system of self-evaluation in order to reflect the progress made to improve outcomes for children, in partnership with parents, ensuring they are

- fully involved in this process
- strengthen the use of observations and assessments to plan more effectively for the next steps of individual children's development across all areas of learning

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded overall. The childminder has attended relevant safeguarding training so that she knows what to do if she has any concerns about the welfare of a child in her care. This is supported by a clear safeguarding policy in place, which is shared with parents so that they are aware of her responsibilities in this area. Regular risk assessments and fire drills are carried out by the childminder who creates a home environment which is safe, welcoming and child-friendly. This enhances children's awareness of safety and ensures that the risk of accidents indoors and on outings are minimised. The childminder keeps most of the required records that promotes children's health, safety and well-being, but prior written consent is not always obtained before giving medicine. Although, this is a breach of a legal requirement, systems are in place, which means the impact on children is low. Children access play opportunities through the childminder's good organisation of space, time and resources. They move confidently throughout the provision making individual choices and benefit from the close supervision of the childminder. This is supported with planned daily walks or outings for the children as part of their overall learning and development.

The childminder demonstrates a strong commitment to driving improvement. She is an experienced childminder who has attended many training courses that are pertinent to the individual needs of the children attending and that promotes good outcomes for children. She has also developed the learning environment by extending resources to ensure that children have good opportunities to engage in physical and imaginative play. As a result the childminder has met all recommendations raised at the last inspection, which impacts positively on the outcomes for children. Methods of evaluating the quality of the service are beginning to develop well, although at present the procedures do not fully include parents and carers in the self-evaluation process. Nevertheless, the childminder's service is inclusive and accessible to all within the community. She demonstrates that she has obtained relevant information from parents so that equalities and diversity is embedded in the childminder's practice. She promotes children's awareness of different cultures and beliefs through planned activities relating to a variety of festivals. In addition, they participate in regular outings in the local community and use a range of toys and books that promote positive images of diversity. The childminder is developing effective links with others who provide the Early Years Foundation Stage, through regular discussions. The childminder has also forged strong relationships with parents. The consistent and regular sharing of information ensures that they are kept fully up-to-date with her childminding service. Consequently, engagement with parents is strong as they receive her comprehensive written policies and procedures. In addition, the childminder effectively shares information about children's progress and all events of the day.

Comments from parents through thank-you cards and letters viewed at the inspection, indicate they are very happy with the care and learning their children receive.

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

Children make good progress towards the early learning goals because the childminder has a good understanding of child development. She regularly observes the children and assesses their progress. However, she does not always use the information gathered effectively to plan the next steps for children's individual development across all areas of learning. She uses her awareness of children's interests to plan activities that they enjoy and that help to support their learning and development. For instance, a young child expresses an interest in nature and shows curiosity about exploring textures; the childminder provides opportunities for babies and young children to explore different materials through the use of treasure baskets and heuristic play materials. This is extended to outings planned to local parks to explore and collect items such as leaves and bark, which the children use to create their own patterns and designs. Children are provided with a range of activities that promote all areas of learning and that support the development of their future learning skills. For instance, children's language skills are developing well because the childminder listens to them with interest, valuing what they have to say. She asks them questions to promote their language and thinking and encourages them to enjoy books in the home and through regular visits to the library. The childminder shares the home language of some of the minded children and therefore promotes children's linguistic backgrounds well. For instance, the childminder reads books to them that are written in English and Somali. This shows respect for their cultural backgrounds and develops children's awareness that print carries meaning as they see words written and spoken in different languages. Children enjoy developing their imaginations and creativity through dressing up, use of musical instruments, drawing and various construction activities. Children develop a growing understanding of the world that they live in through a variety of well planned activities and experiences. These include outings, to drop-in groups to broaden their experiences, social skills and outlook. The childminder helps children with problem-solving, counting, to recognise shapes and letters and to practise their early writing skills. This is through everyday routines and use of resources, such as a range of programmable toys. As a result children gain confidence, independence and other skills that will help them in future.

Children are confident and settled in the childminder's care. They grow in independence as they select their own resources, and the childminder makes sure safety precautions are in place so that children can move confidently and safely around the home. Children are encouraged by the childminder to play safely, to sit on the chair whilst eating, including learning experiences that regularly consists of practising emergency evacuations and road safety. Children are cared for in a clean home where good hygiene procedures are in place and ensure the health of the children. They are learning through demonstration and clear explanations why

it is important to wash their hands in order to maintain their good health and to use individual flannels and hand towels for each child. The childminder works closely with parents to ensure children's daily routines are catered for regarding dietary requirements, sleep and toileting needs. They benefit from nutritious home-cooked meals and snacks provided by the childminder. Children enjoy playing outside every day as part of a healthy lifestyle, having fun using a range of wheeled toys in the garden or running around in the park. The childminder is consistent in her approach to behaviour management, whereby children are encouraged to behave positively through frequent praise and positive reinforcement of good behaviour. As a result, children are well behaved, given their ages and stages of development.

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	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

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:

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:

- take action as specified in the compulsory part of the Childcare Register (Records to be kept) 31/12/2011

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 in the voluntary part of the Childcare Register (Records to be kept) 31/12/2011