

Inspection report for early years provision

Unique reference number	EY429718
Inspection date	15/12/2011
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.

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Description of the childminding

The childminder registered in 2011. She lives with her partner and two young children. The family lives in a house in Plumstead in the London borough of Greenwich, close to local shops, parks and schools. The ground floor areas are used for childminding including the toilet facilities. A fully enclosed garden is available 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 four children under eight years of age. Of these, not more than one child may be in the early years age group. Currently she is caring for one child in the early years age group. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good systems are in place to ensure the needs of all children in the Early Years Foundation Stage are met effectively. This is due to the childminder's clear understanding of the children's individual learning needs and effective methods of tracking their progress in all areas of learning. The documentation in place is effectively used and children's safety is promoted well. Engagement with parents is good overall and ensures that the childminder has a thorough understanding of children's individual needs and abilities. The childminder has made a very positive start to her childminding service. The self-evaluation process is developing well overall and the childminder demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the use of self-evaluation to identify aspects of the childcare provision that require further improvement, for example by involving parents and children in this process
- establish further the systems for parents and carers to be involved in their children's ongoing learning and development.

The effectiveness of leadership and management of the early years provision

The childminder's provision is organised well overall. She shows a good commitment to driving improvement and is establishing clear methods for evaluating her service. The childminder confidently communicates a clear vision for

providing a good quality service for children and their families. However, they are not yet fully included in the self-evaluation process. The childminder consistently strives to enhance her skills through identifying her learning needs and by accessing online tools and websites for up-to-date information and guidance. Since registration, she has completed all required training. The childminder is clear about the action to take if she has any concerns about a child's welfare and has attended safeguarding children training. Consequently, children's welfare is well promoted. All of the required documentation that promotes children's health, safety and well-being is in place and is well kept. The childminder takes positive steps to ensure her home is safe and well maintained. For example, she conducts thorough risk assessments of the home, garden and before any outings. She also uses visual daily checks to identify hazards and supervises children well as they play and move around the home freely. Consequently, the risk of any harm is minimised.

The childminder deploys resources effectively. For example, she ensures that the home, activities and the time that children attend is well organised. As a result, children enjoy a broad range of activities and outings that successfully challenge their learning and development. Children's individual needs are known and met well by the childminder who respects their individuality. There are no children currently attending with special educational needs and/or disabilities. However, the childminder is clear about working with other professionals and parents in the future to ensure each child's needs are met. Children develop a positive awareness of diversity, for example, through planned activities. The good range of toys and resources provided are beginning to reflect the individual backgrounds of the children attending.

The childminder communicates well with parents and carers each day regarding their child's care, achievements and progress. As a result, engagement with parents is strong. Parents can also access their children's learning journals and daily diaries, which include written observations and details of activities, routines and meals. However, opportunities to plan together for the next steps in children's learning and involve parents in their children's continuous learning are not yet well established. However, parents indicate that they are very happy with the service provided by the childminder. Good partnerships are developing with other providers ensuring that effective communication takes place to support individual children's progression and continuity of learning and care.

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

Children are content and settled in the childminder's home and their welfare is well promoted. The home environment is well maintained and appropriate for children's play. All safety precautions are in place so children are able to move freely and confidently around the home. Children benefit from a welcoming learning environment. The childminder uses the space in her home effectively, so that children can easily access resources that reflect all areas of learning. The learning environment is also enhanced through displays of children's creative work, promoting their sense of belonging. Toys, equipment and furniture are of good

quality and are suitable for the ages and abilities of the children attending. Children learn about keeping healthy and staying safe because the childminder promotes their understanding well. For example, they follow good hygiene routines and are provided with nutritious foods, regular drinks and exercise. They are heard to comment excitedly that they have already washed their hands before eating. As a result, their good health is well promoted, as well as their independence and self-care skills. Children show a developing sense of responsibility as they help with simple tasks, such as tidying away toys. They enjoy the support of older children who thoughtfully include them in their play. Good practice with reference to keeping safe is constantly promoted, through the childminder's calm and clear explanations. Children practise the emergency evacuation procedure regularly and learn about road safety through indoor and outdoor activities and meaningful discussions.

Children make good progress towards the early learning goals. They are provided with a good balance of learning opportunities as the childminder plans activities and outings that reflect all areas of learning. She knows the children well as individuals and has developed warm and supportive relationships with them. Children have good opportunities to enjoy, achieve and develop their skills for the future. For instance, they explore numbers during play, for example, as they freely count their favourite books. They develop their problem solving skills as they use a variety of puzzles and construction sets. They develop their free creative expression as they make purposeful marks and use paint, collage and malleable materials during adult led activities with the childminder. They demonstrate a growing understanding of the world that they live in through a variety of well-planned activities and experiences. These include outings, for instance to the local farm and regular trips to the park. As a result, children's interest in animals is extended and their social and physical skills are well promoted.

Children are happy and interested to learn and use resources purposefully, which promote all aspects of learning. They enjoy looking at books, talking to each other and the childminder as they play, enhancing their language skills. Children's progress is tracked well and the childminder provides a broad range of activities that meet their individual needs. Children behave well as they are kept fully occupied through good levels of support from the childminder. They respond well to their daily routines, as their experiences are thoughtfully planned to reflect their individual needs, preferences and interests. As a result, children are active learners and well occupied throughout the day.

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:	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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