

Inspection report for early years provision

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Inspection date	11/01/2012
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 husband and their two children, one of whom is in the early years age group. The family live in the Cutty Sark area of the London Borough of Greenwich, close to shops, parks and public transport links. The whole of the childminder's flat with the exception of the spare bedroom is used for childminding. There is no garden for outdoor play, so the childminder takes children on daily trips in the local community. 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 three children at any one time, of whom two may be in the early years age group. She is currently minding two children in this age group.

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, with some outstanding aspects relating to the outcomes for children. This is due to the childminder's skilful interaction with children and highly effective methods of tracking their progress. Excellent relationships are established with parents and carers. This helps the childminder provide an inclusive service that is responsive to the needs of children and their families. Overall, the childminder shows a strong capacity to maintain continuous improvement as she uses a range of methods to evaluate the quality of the service. She has made a very positive start to her childminding service and is developing the use of self-evaluation in order that it can relate to all aspects of the service.

What steps need to be taken to improve provision further?

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

- develop the methods of self-evaluation to identify the strengths of the setting and any areas for improvement relating to all aspects of the service.

The effectiveness of leadership and management of the early years provision

The childminder has good systems in place to help safeguard children and protect them from harm. Since registration, she has completed relevant training, including safeguarding. This is supported by her good understanding of safeguarding issues, and the procedures to follow if she has any concerns regarding children's welfare. In addition, she has appropriate policies and procedures in place, enabling her to take prompt action if she has any concerns about a child's welfare. She ensures all

required documents are used effectively, helping to safeguard children's welfare, as records are available if needed. Furthermore, children participate in regular emergency evacuation drills, enabling them to feel safe as they become familiar with the emergency routines. The childminder ensures the home is safe and well maintained. She conducts daily safety checks and completes thorough risk assessments of the home and prior to any outings. Deployment of resources is strong, as the childminder creates a welcoming and well organised environment. This is complemented with a stimulating educational programme that meets the children's individual needs.

The childminder is enthusiastic and well motivated to provide a good service to all the users of her setting. She shows a strong commitment to driving improvement, including identification of her own learning needs and by accessing online tools and websites for up-to-date information and guidance. The childminder has started to use a variety of methods to evaluate the quality of her service, although methods of evaluation relating to all aspects of her childminding service are in their infancy. Promoting equality is embedded in the childminder's practice as she ensures detailed information is gathered so that the care offered relates to children's individual needs. All children are included and are encouraged to be aware of the lives and cultures of others. This is through discussions and access to a good range of resources which reflect diversity. In addition, the childminder supports children's understanding that there are different languages spoken within society, as she also speaks to the children in Arabic. Parents also play an active role by cooking cultural dishes and sharing these ideas with the childminder. This therefore increases the children's awareness and understanding of the wider world. The childminder works hard to ensure that good partnerships are fostered with other providers, ensuring that important information about children's development is exchanged. She has developed highly positive relationships with parents which contribute significantly to children's progress at the setting. Parents are kept very well informed about all aspects of their child's daily care and development, and are involved in the assessment and progress reviews. For instance, they regularly discuss their child's learning and the childminder offers suggestions for things they can continue at home. Parents are also able to share their views through questionnaires. They comment that their children are happy and developing well. They value the childminder's high levels of communication. Parents and carers also say that the childminder is 'conscientious and caring' and that she carries out her work to a 'high professional standard'.

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

Children enter into very clean and well-maintained premises, which are effectively organised, ensuring children are well protected. They 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 motivating children to learn and is also enhanced through photos of the children engaged in activities and outings, promoting their sense of belonging. Toys and equipment are of good quality and are suitable for the ages

and abilities of the children attending. Children's physical care needs are met effectively through use of a good range of child-sized furniture. Children are supported very well as the childminder provides high levels of interaction and engages children purposefully in play. She has established clear methods of assessing children's progress and uses this information to plan a broad range of activities that reflect children's learning needs and interests. Her observations are supported by photos and samples of children's creative work, which are clearly linked to the early learning goals. The childminder has developed highly effective methods of sharing information with parents, such as details of children's starting points and ongoing progress. Children have excellent opportunities to enjoy, achieve and develop their skills for the future. They develop their creative skills while making purposeful marks using a range of paint, collage and malleable materials during adult-led activities with the childminder. Young children imitate adults while playing imaginatively with dolls and accessories; this enables them to act out real life experiences. Children's language skills are supported effectively as the childminder encourages their attempts to communicate and learn new words. Children enjoy cozying up for stories with the childminder, singing songs and dancing, enhancing their language and physical skills. The childminder effectively uses routines and engages well with children, encouraging them to count, understand numbers and recognise shapes and colours. Children confidently use various puzzles, construction resources and cause and effect toys, developing their problem solving skills for the future. Children are able to learn about the local environment and develop their social skills during regular outings to children's groups and the library with the childminder.

Children are developing a good understanding of being healthy and safe, for instance, the childminder talks to them about road safety and 'stranger danger' while on outings. Children behave well and form caring and positive relationships with each other and the childminder's family, helping them feel safe and secure. They are occupied and engaged in activities which capture their imagination. All children develop positive behaviour. This is because the childminder promotes this through simple but effective rules, such as being kind to each other and taking off their shoes while indoors. The childminder encourages children to adopt healthy lifestyles through the provision of nutritious foods, regular drinks and exercise. They learn the importance of good personal hygiene through brushing their teeth after lunch. The childminder supports young children to follow the steps on the poster displayed in the bathroom showing how to wash their hands thoroughly. Children are always supervised closely so that they feel secure and increase their own awareness of personal safety. They go for walks, visit local parks and open spaces, enjoying the fresh air and exercise. They enjoy using the rocking horse indoors and benefit from the use of a range of outdoor equipment to develop their physical skills and agility. In addition, the childminder's excellent relationship with parents and sound procedures ensure children are cared for appropriately when ill. This reduces the risk of the spread of infection. All relevant documentation with regard to health, including accident records and consent forms, are in place and up to date. These positively promote children's welfare and safeguards children's well-being.

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	1

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	1
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	1

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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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