

Inspection report for early years provision

Unique reference number	EY430272
Inspection date	18/01/2012
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 one child aged five years in the Woolwich Arsenal area of the London Borough of Greenwich. The living room and child's bedroom are available for childminding purposes. There is no garden for outdoor play, so the childminder takes children on daily trips in the local community. The childminder is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children at any one time; of these, three may be in the early years age group. She is currently minding two children in this age group and also offers care to children aged over five years. The family pets include a guinea pig.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully supports all areas of children's welfare and development. Well-established relationships with parents and other carers ensure that children settle quickly and experience continuity of care. Overall children make good progress in their learning and development and resources are plentiful in most areas of learning. The childminder places a high priority on promoting children's safety and they are well cared for at the setting. The childminder's paperwork is detailed and well organised, and she shows a strong capacity to maintain continuous improvement. For instance, the childminder has started to make use of self-evaluation, in order to identify strengths and areas for development.

What steps need to be taken to improve provision further?

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

- strengthen systems for observation and assessment, so that the next steps identified for children are regularly followed up and reviewed, in order to monitor progress towards the early learning goals
- provide children with a wider variety of resources for exploration and sensory play experiences, including natural materials, such as wood.

The effectiveness of leadership and management of the early years provision

Overall, the childminder's provision is organised well,. She shows a commitment to driving improvement and is motivated and enthusiastic about her work. She consistently strives to enhance her skills through planning additional training and by accessing online tools and websites for up-to-date information and guidance.

The childminder has completed various training courses, including safeguarding. This is supported by her good understanding of her responsibilities in relation to safeguarding issues, and the steps to take, should she have concerns about a child. Consequently, children's welfare is effectively safeguarded. Record keeping and documentation to ensure that children are safe and secure are available if needed and these are used effectively, further helping to safeguard children's welfare. The childminder takes positive steps to ensure her home is safe and well maintained. For example, she has a range of safety equipment in place and conducts regular emergency evacuation drills with the children. In addition, she conducts thorough risk assessments of the home and before any outings, which enables the children to be kept safe. The childminder has devised a good range of policies and procedures, including recently updating the risk assessments for individual outings and trips, to ensure these are consistently assessed for safety. In addition, she shares all policies and procedures with parents when children begin in her care, so they are well informed about the service provided.

Deployment of resources is effective overall, as the childminder 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 increases their learning and development. There is a good range of brightly coloured toys and resources within the home, although the range of natural materials to enable babies and young children to develop their exploration and sensory experiences is not extensive. The childminder does, however, work hard to adopt a positive attitude to inclusion and diversity. For instance, she works closely with parents to make sure she has a thorough understanding of each child's background and needs. She uses this information to provide a good number of resources that reflect diversity and that promote the backgrounds of the individual children attending. In addition, the childminder is starting to carry out age-appropriate activities to teach children about different festivals from around the world. The good partnerships established with parents contribute effectively to children's welfare, learning and development. Parents are frequently kept up to date about their children's care and progress. This is through the daily contact book and the childminder sharing children's observation and assessment records with parents on a regular basis. Feedback in the form of questionnaires received from parents is very positive and indicates that they are very happy with the quality of learning and care provided. Partnerships with other providers are consistent. Communication between the childminder and others means that important information about children's learning and development is regularly exchanged.

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

Children have close relationships with the childminder and they enjoy her company. They are very much at home in the childminding environment and show good levels of confidence as they move around freely, exploring the toys and resources with ease. The childminder has recently begun minding for the first time and has made a good start in developing methods of assessment for all minded children within this short time. She makes good quality, focused observations of

the children, which is linked well to the areas of learning. As yet, she has not fully developed the system for following up and reviewing their next steps in order to fully monitor children's progress towards the early learning goals. Nonetheless, the childminder does know the minded children very well and is able to clearly discuss their abilities and individual needs. Consequently, all children attending this setting, from the age of under two to over five years old, are happy and settled in the childminder's safe, warm and welcoming home. The learning environment is interesting and is also enhanced with educational posters and through photos of the children engaged in activities and outings, promoting their sense of belonging. Children are learning from an early age to value themselves and respect differences in others, so that they can grow up making a positive contribution to society. Young children show that they feel secure within the daily routines. For example, they cuddle up affectionately with the childminder to drink their bottles of milk; they eat their snacks well and settle quickly at sleep times. They actively take part in a wide variety of activities and experiences that help them make good progress in all areas of their learning. For instance, children's imaginative and creative development is effectively encouraged through activities, such as arts and craft, role play and playing musical instruments. Children visit different stay and play sessions and soft play centres to further widen their experiences and promote their individual interests. They are developing an interest in books and music; they benefit from regular visits to the library for storytime and music sessions. They are able to problem solve for themselves, as they enjoy playing with interactive toys and shape sorters. The childminder engages well with children, encouraging them to count and understand numbers and recognise shapes and colours during free play and routine tasks. Babies have good opportunities to develop their physical skills, as they have space to move, roll, stretch and explore their environment. Outings to the park and various community groups, where there is large play equipment and wheeled toys give children further opportunities to practise and develop their physical skills.

Children's welfare is promoted rigorously, through the implementation of detailed and effective policies and procedures. The childminder implements a number of safety measures in her home to complement the stringent risk assessments. She is attentive to good hygiene practice, and her detailed procedures and practices help minimise the risk of illness and infection. Her health and safety records are well maintained and contribute to the safeguarding of all children. She emphasises the need for children to have a balanced diet. She encourages children to enjoy healthy snacks and meals with a variety of fresh fruit and vegetables. These are provided by parents and stored appropriately by the childminder. She ensures children have fresh air and exercise each day. Children are always well supervised and develop a real sense of belonging in the childminder's care. They are supported to learn simple household rules, such as being kind to each other and taking care of the toys. Young children clearly enjoy each other's company and demonstrate a caring attitude towards each other and their older peers, especially when they come home from school. The childminder manages children's behaviour well according to their age and stage of development. The use of pPraise and encouragement effectively enables children to develop confidence and good self-esteem.

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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