

Inspection report for early years provision

Unique reference number	EY278923
Inspection date	27/02/2012
Inspector	Jenny Kane

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 2004. She lives in Plumstead in the London Borough of Greenwich with her two adult children and two young children. The conservatory and living room of the childminder's maisonette are used for childminding, with access to the upstairs bathroom. Children have access to a secure, enclosed, rear garden for outside play. Schools, pre-schools, toddler groups, shops and parks are within walking distance. The family has no pets. The childminder is registered 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 four children under eight years at any one time; of these, no more than two may be in the early years age range. She is currently minding one child in this age group. The childminder does not provide overnight care. The childminder attends the local childminder support group and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled and have positive relationships with the childminder and her family. While the childminder is aware of children's welfare needs, planning and observation are not sufficiently developed to identify children's starting points or next steps. Children are making satisfactory progress in their learning though display is not used well to encourage their reading and mathematical skills. Overall, children's needs are appropriately met, although the childminder does not robustly share information about their development and progress with parents and other practitioners. The childminder suitably maintains most documentation. Although she does not have robust systems in place to monitor and assess her service, she demonstrates commitment and capacity to make satisfactory continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the observational, assessment and planning to show children's starting points, links with the areas of learning and the identified next steps
- consider how to share information about children's development and progress with parents and other practitioners involved in the care of children
- encourage children to develop their reading and mathematical skills through labelling and visual signs
- develop systems of self-evaluation to identify strengths and priorities for development 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 sound understanding of child protection issues and is clear about raising concerns. She shares her safeguarding policy with parents, helping their understanding of her responsibilities. The childminder carries out daily checks of the premises and areas used, including the garden, to eliminate risk. Children learn about their own safety indoors through practising fire drills so they can leave the premise quickly in the event of an emergency.

Children are cared for in a safe and secure environment, where there is plenty of space to play and move about. There is a sufficient range of toys and equipment available, some of which reflect diversity and positive images. The childminder knows children's backgrounds and individual needs suitably and strives to provide an inclusive service. She feels reasonably confident about offering care to a child with additional needs. The childminder encourages children's knowledge of the wider world through visits in the local community and celebrating some festivals.

Partnerships with parents and others involved in the care of the children are developing but observations and assessments are not yet robustly shared to promote a shared approach to learning. However, regular verbal discussion with staff at the nursery helps to ensure the childminder meets the individual needs of children in her care. The childminder has established a sound link with another local childminder, which includes joint outings and emergency cover.

The childminder has established suitable, long-term relationships with parents. They receive some basic, written information, policies and procedures about the childminder's service. Parents discuss their children's abilities when they first start. The childminder continues to share information about what children have done during the day, but limited information is shared about their progress in the six areas of learning. The essential records and documents are in place and are shared with parents.

The childminder has a commitment to her personal development and updating her knowledge and skills. She has addressed previous recommendations and she has plans for the future of her service. The childminder has yet to robustly use self-evaluation to identify key areas for improvement. Although her plans for the future are not yet well identified, she shows a willingness to work together with others to bring about ongoing improvement.

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

The childminder has a satisfactory understanding of the welfare requirements and the Early Years Foundation Stage framework. She has a clear knowledge of each child's background and individual needs. She provides a mix of activities, both

indoors and on outings. These are flexible and based around children's interests. The childminder has very recently started to make observations of children during play and to record these in a folder. However, the basic observational assessment and planning do not include children's starting points, link to the areas of learning or children's next steps. These are not yet well developed to help parents to understand clearly how their children are progressing. This means that parents are not able to robustly support their children's learning at home.

Children are confident and communicate clearly. They talk during play and make their needs known. For example, children ask for the play kitchen and equipment out and chat about the pretend meal they are making. They use the dolls and the 'props' confidently, discussing how many plates and their colours. There is a supply of books and the childminder also uses the local library to encourage children's love of books. A few posters are on display but no children's art work. In addition, there are few labels and visual signs to help children recognise number and word.

Children have suitable opportunities to be physically active during the day. They enjoy outings in the local community and visits to various groups. This kind of activity helps children to learn to socialise and mix with others. It also helps their cooperation skills. The childminder pays close attention to children, while allowing them the freedom to choose what they do. As a result, children behave appropriately.

Children are developing their understanding of the importance of regular exercise to keep healthy. They enjoy trips to parks, play centres and the shops, walking to all venues. On these outings, children learn about road safety and walking carefully. The childminder visits venues, which are safe, and carries with her the essential supplies and records. The childminder provides a suitable balance of healthy foods and some children bring their own food. Children help to plan what they eat and have their favourite foods. The childminder is able to cater for a range of dietary needs and provides healthy snacks. At meal times, children eat together and this provides the opportunity to chat about their day and events which happen at home.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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

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