

Inspection report for early years provision

Unique reference number	EY318503
Inspection date	07/03/2012
Inspector	Chris Hodge
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been registered since December 2006. She lives with her two children aged eight and 12 years in a two bedroom first floor flat, on a housing estate in Deptford, in the London Borough of Greenwich. All rooms are on one level and the front room is used for minding purposes. There is no garden. Children are taken out to local resources instead. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for four children under eight years, of these, not more than three may be in the early years age group at any one time. There are currently two children in the early age group on roll who attend on a part time basis. The childminder also cares for a school child after school two days a week.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this caring, inclusive and stimulating home environment. The childminder provides a wide range of activities to support children's learning and help them make good overall progress towards the early learning goals, in relation to their starting points and capabilities. Effective partnerships with parents and other early years professionals ensure that children have continuity in their care and learning. Overall, children's safety and welfare is given high priority and is underpinned by comprehensive written policies and procedural documentation. The childminder is committed to maintaining continuous improvement. She achieves this through self- evaluation, consultation with parents and on-going training.

What steps need to be taken to improve provision further?

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

- extend the use of picture and written labelling to further increase children's understanding that text carries meaning
- develop knowledge of Local Safeguarding Children Board procedures.

The effectiveness of leadership and management of the early years provision

Overall, the childminder promotes the safety of children well. She demonstrates a good understanding of child protection issues and of her role and responsibility for recording and reporting any concerns. However she is not fully familiar with Local Safeguarding Children Board procedures, although she has identified this as an

area she wishes to improve. She completes rigorous risk assessments of her home and for outings and ensures all required safety precautions are in place. Emergency evacuations procedures are regularly practiced with children to help them learn about staying safe in the event of a fire. The childminder holds a valid first aid certificate and has been appropriately vetted. All required documentation is in place and is well maintained.

The childminder welcomes all children and families into her home and promotes inclusion throughout her practice. She recognises the uniqueness of each child and ensures that their individual needs are met. The childminder makes very good use of the space within her home, creating a stimulating and accessible play environment. Educational posters and some labelling on resources help to support children's learning. Good quality, age appropriate play resources are stored at the children's level, encouraging them to make independent choices about their play. Resources include positive image toys and books to help children to learn about diversity and disability.

The childminder establishes good relationships with parents and other early years professionals and works in partnership to ensure children have continuity in their care and learning. Parents are provided with detailed information about her service and are kept well informed about their child's day and progress. The childminder demonstrates a professional approach to childminding and to providing children with good quality care. She is strongly committed to continuous improvement. She has successfully implemented the recommendations set at her previous inspection and has improved the organisation of her play resources. The childminder has also extended her professional development by completing several training courses and is booked onto safeguarding and phonetics training in the near future. She regularly consults with parents and uses effective self-evaluation to help her identify areas for future development.

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

The childminder's warm and caring approach to caring for children's differing needs ensures that they settle quickly and form close relationships with her and her family. The childminder has good systems in place to find out about children's individual needs and starting points. She undertakes sensitive observations and uses the information to plan activities that children are interested in and that help them make progress. Her planning includes a good range of indoor and outdoor activities that cover the six areas of learning. The childminder monitors children's progress towards the early learning goals. She completes assessment reports of their achievements in each of the six areas of learning which are shared with parents.

Children feel safe and secure in the setting and demonstrate a strong sense of belonging. For example, they happily help the childminder with little tasks such as setting the table and clearing away activities. The childminder spends lots of time

playing, interacting and talking to the children, helping them to develop their communication skills. Children love to spend time looking at the many photographs taken by the childminder and themselves. They speak with excitement about the various activities they have taken part in. Children are confident in recognising their own names and linking sounds and letters. They experience a wide range of creative activities and enjoy lots of pretend play. Various puzzles, construction resources and electronic toys are available for children to help them develop their problem solving skills. The childminder encourages children to learn mathematical concepts, such as counting, colours, numbers and shapes throughout their play. For example, children confidently count the number of stairs as they leave the flat to go to nursery. Regular outings during the week to various groups enable children to develop their social skills by mixing with other children. They also enjoy walks along the river bank and trips to the library and parks helping to broaden their knowledge of the wider world.

The childminder has a range of comprehensive policies and procedures that are effectively implemented to promote the welfare of children. For example, unwell children are excluded to ensure cross infection is minimised. Appropriate procedures are in place for the administration and recording of medication and accidents. Children are cared for in a clean and suitably maintained home environment. They are encouraged to adopt healthy lifestyles by taking part in regular physical activity at the park, groups and walking to and from nursery. The childminder uses this time to teach children about road safety and stranger danger. Children learn the importance of good personal hygiene routines such as hand washing and teeth cleaning. They are encouraged to eat healthy home cooked meals and fresh fruit snacks. The childminder increases children's awareness of healthy eating through discussion, colourful posters of different fruits and vegetables and cooking activities. She promotes positive behaviour by setting clear and consistent boundaries and rewarding children with lots of praise and encouragement. As a result, children learn the importance of boundaries and acceptable behaviour as they develop the skills they need to support them in the future.

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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